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ABSTRACT

This guide is a general introduction to school libraries with specific information for libraries in Alaska. More than 60% of the nearly 500 public schools in Alaska have fewer than 200 students, and it is not unusual to find school libraries staffed by people with little or no preparation. This guide answers many frequently asked questions. The overview provides an introduction to school librarianship, in general, and Alaska, in particular. The "Nitty Gritty" section, the real body of the work, takes specific topics and provides a brief explanation of the subject with practical how-to suggestions for implementing ideas or following up with further study. The Nitty Gritty contains 73 topics, designed so that they can be copied for the library. Topics range from accreditation standards for Alaska libraries, through bibliographies for age groups and special interests, to discussions of technology, vendors, and special resources such as story tellers. The 73 topics are arranged alphabetically. (SLD)

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Handbook for

Alaska K-12 School Libraries

IR055678

Clara L. Sitter with Della Matthis
Alaska Department of Education
Alaska State Library

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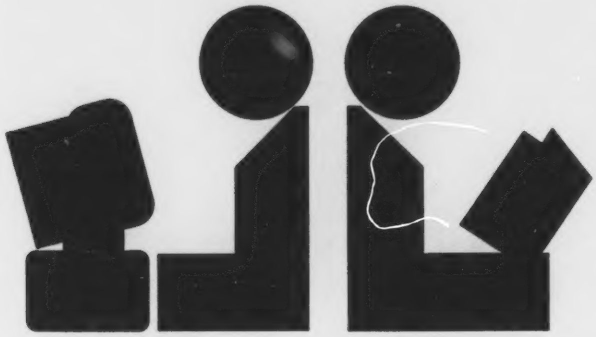

Alaska K-12 School Libraries

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1995

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Audrey Kolb's *Manual for Small Libraries in Alaska* was the inspiration for attempting a companion volume for school libraries. Parts of that text were incorporated into this manual. Jo Morse, former School Library/Media Coordinator, offered good advice for this effort, as she did for all the library projects undertaken during her tenure here.

Works from other state libraries and published materials from experts in the field were consulted. Many of those references are cited throughout the Handbook, but a list of state library resources is in a separate bibliography. Additional commercial publications are listed in the entry *Professional Collections for Librarians*/P-3. Blanche Woolls was especially helpful with advice and encouragement, as was Linda Loewen.

Our appreciation to Ruth Jean Shaw, Anchorage School District Library Resources manager, for indexing the work, to Katy Spangler for contributing her expertise in Alaskan literature and to Wanda Seamster, who did the graphic design.

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and the completely indispensable "right hand"
of the Alaska State Library in Anchorage,

JoAnn Berna ....

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Preface

The Alaska State Library is pleased to present each school library in Alaska with a copy of the *Handbook for Alaska K-12 School Libraries*. The guide is a general introduction to school libraries with specific information for school libraries in Alaska.

Alaska has 53 school districts with nearly 500 schools. More than 60% of public schools in Alaska have fewer than 200 students; 30% have fewer than 50 students. In small schools it is expected that people fill multiple roles. It is not unusual to find school libraries staffed by individuals who are assigned to the library (often only a few hours a day) with little or no preparation. Regardless of the size of the school, running a school library is a big job. It is important to make every minute in the library productive.

This guide has been written to help library staff maximize their work by providing information and references to many of the "frequently asked questions." Alaska school librarians told us early in the project that what they really wanted was the "Nitty Gritty" of running a school library. We have tried to address that request in this "user-friendly" guide. There are two parts to the manual—the Overview and the Nitty Gritty section. The Overview is an introduction to school librarianship in general, but particularly in Alaska. The "Nitty Gritty" section, the real body of the work, takes specific topics and provides a brief explanation of the subject with practical "how to" suggestions for implementing ideas or following up with further study. Sections of the Nitty Gritty are designed to be copied for use in the library. The best way to familiarize yourself with this manual is to (1) Glance through the Table of Contents; (2) Read the Overview; (3) Skim through the Nitty Gritty. Once you are acquainted with the topics covered you can refer to them as needed. Several special features should facilitate your use of the guide: bibliographies where appropriate, cross references, a glossary, an index, and the list for Nitty Gritty on the back cover.

The guide was planned and drafted by Clara Sitter during 1994 but printing was delayed until the new School Library/Media Coordinator could be hired. During the spring and summer of 1995, Clara and Della Matthis, the new Coordinator, worked together to amend some of the topics and to update rapidly changing library information. The result is a collaborative effort from these two former school librarians with a combined library work experience totaling nearly 50 years.

Clara Sitter has been a librarian for thirty years with seventeen years experience as a secondary school librarian. She received her M.L.S. from the University of Texas in Austin in January, 1966, an Advanced Studies Certificate from the University of Denver in 1981, and a Ph.D. in Education from the University of Colorado Boulder in 1982. She is currently a library faculty member at the University of Alaska Anchorage (UAA) Consortium Library with responsibility for the K-12 Curriculum Collection and serves as liaison to the School of Education. During the winter of 1994, an arrangement between UAA and the Alaska State Library provided an opportunity for a spring semester assignment to the Alaska State Library filling the long vacant position of School Library Media Coordinator. During the five month period, the Office of the School Library Media Coordinator was reestablished, consulting to schools in Alaska was provided, and this manual for school libraries was started. In August 1994, the author returned to the University as Library Instruction Coordinator, maintaining a strong link to the Alaska State Library as well as the UAA School of Education.

Della Matthis began her appointment as Alaska's School Library/Media Coordinator in April, 1995. She was a school librarian in the Anchorage School District for sixteen years, eight in elementary libraries and eight in secondary. She served as a Computer Teacher Expert for the Anchorage district for three years. She has an undergraduate degree in elementary education from Eastern Kentucky University and an MAT with a school library emphasis from Alaska Methodist University.

It is our hope that you will find this guide helpful whether you are new to the job or a "seasoned" school librarian. The manual is addressed to the novice library staff but because it includes so much information in one source, it should also be useful to experienced librarians. This first edition may prompt suggestions for additional information. Your comments can be sent to either of us at the following addresses:

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No manual can answer all of your questions. The Alaska State Library is committed to providing consulting assistance to Alaska Schools through the Office of the School Library/Media Coordinator for help when it is needed. In the meantime, read on....

Clara L. Sitter and Della Matthis
for the Alaska State Library,
September, 1995

Alaska School Libraries: An Overview

Putting Alaska School Libraries in Perspective

It is an awesome responsibility to be in charge of a school library! Working in the school library involves you in the education of every child in the school, which also connects you with each of their parents. You work with every teacher in your building as well as the administrative team for your school.

Besides being an important responsibility, school librarianship is a big job. It is big job because in most schools it involves many people, a great deal of information, and many different kinds of responsibilities. The work is broad in scope and each element is layered in a number of ways.

School librarians work with library users of many ages, abilities, interests and learning styles. Connecting these students, teachers, administrators, parents and members of the community with information spanning various subjects, formats and reading levels, located in sources within and outside the school adds complexities. School librarians are also responsible for the development and management of the collection, facility and library program. In most schools the person in charge of the school library works alone or with little help[1] and may have additional responsibilities for part of the day outside the library or even outside the school. A school librarian's job is never completed — there is always more that can be done.

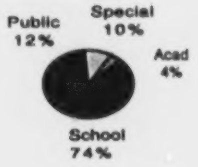
To avoid becoming overwhelmed by the enormous job or bogged down in the daily details, it may help to step back to look at the big picture to see where the school library fits. There are a number of ways to look at school libraries including: as a link in a network of libraries and as a component of education. In addition there are various formal and informal relationships.

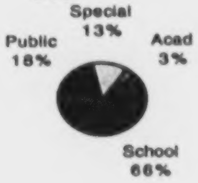
Link in a Network of Libraries

Libraries are divided into four general categories, based on the type of library and clientele served: public, academic (university and college), school and special (such as corporate or government). Counting numbers of libraries we get the following picture.

How Many Libraries?

	United States[2]		Alaska[3]	
School	92,628	74%	401	66%
Public*	15,346	12%	111	18%
Special	12,365	10%	079	13%
Academic	4,914	04%	020	03%
Total :	125,253		611	





*Includes branch libraries

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[1] The term "school librarian" is used in this manual to refer to the person in charge of the school library. Generally in professional literature the term "school librarian" refers to a certified teacher/librarian.

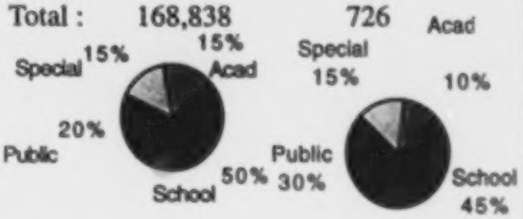
[2] From "Fact Sheet 1" ALA Library Information Center, Chicago, 1994. [Based on information from *American Library Directory, 1994-95* and *Digest of Educational Statistics, 1993.*]

[3] From the Alaska State Library. Includes the following counted multiple times: 20 School/Public Libraries Combined; 3 Public/Academic Combined; 1 Public/Academic/School Combined.

Looking at the number of librarians we get a slightly different picture. The school librarians make up a smaller percentage than the libraries because most schools have only one librarian.

How Many Librarians?

	United States[4]		Alaska[5]	
School	83,278	49.3%	320	44+%
Public	34,579	20.5%	220	30%
Special	24,880	14.7%	111	15%
Academic	26,101	15.5%	075	10%
Total :	168,838		726	



Any way we look at the numbers of libraries and librarians it is clear that school libraries are a major part of the library information network. It is important for that link to be strong and active.

Connections among libraries and librarians have existed informally for many years. Libraries are formally networked for the purpose of resource sharing through interlibrary loan. Schools have not always been active participants in interlibrary loan but new technology such as CD-ROM and online searching has made it much easier for schools to provide broader access to materials.

With innumerable resources available electronically, it is important that libraries provide access beyond the school library walls. The information highway will not replace libraries but it can certainly supplement school collections.

Today most school libraries have access to a variety of communication modes. Advances in communication technology have increased the school librarians' options for contact with other library media personnel through e-mail, fax and Internet. This opportunity for interaction with other librarians can increase the productivity of library personnel in schools. The value of shared ideas and support as well as resources cannot be underestimated.

Check with your principal or the School Library/Media Coordinator if you have questions about increasing your opportunities for electronic communication. Local, state and national associations provide a starting point to begin an exchange of information with other librarians. The school library is no longer isolated if access to the communication network is available.[6]

How are school libraries alike and different from other libraries?

Libraries are alike in that they all are in the information business with specific mission statements and measurable goals to connect the user with the information needed. The most obvious differences are the library user and the focus of the collection.

- The school library is often the first —and sometimes the only—contact children have with libraries although public libraries also serve children and youth. School libraries offer the greatest opportunity for helping people become lifelong learners and users of libraries.

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[4] From "Fact Sheet 2" ALA Library Information Center, 1993. Based on information from a variety of sources.

[5] Based on information from the *Alaska Library Association Directory* Database.

[6] *See SLED/S-7 ; Internet/I-4 ; Muskox/M-2 ; Interlibrary Loan/* I- 3.

- Providing resources, encouraging reading, and teaching information skills are among the top priorities of school librarians. The information-handling skills that children learn in school and the attitudes they develop about libraries and learning will stay with them for the rest of their lives.

  All libraries are educational in nature but the teaching element is particularly strong in school libraries. Academic libraries also assume a responsibility for helping students (and faculty) become independent users while public and special libraries focus more on service and are more likely to provide the information than to show users how to find it themselves.

- School library collections are more "fluid" than larger "research" collections. The school library directly supports the curriculum so it is important to update school collections on a regular basis. This means that new information is added but also necessitates the "weeding" or removal of outdated materials.

- School libraries are likely to be staffed by only one or two people. Specialization of duties is less likely to occur in schools where it is common to "do everything."

Although libraries vary in many ways there are common concerns that transcend type of library, focus of the collection or age of the library user.

Component in the Education System

The library is, or should be, an extension of the classroom. Most classroom lessons can be enhanced by library resources. It is important to work closely with teachers to provide that opportunity for student learning. People learn a process best when they have a need for the end result. In other words, students will remember how to find information when they have a need (or better yet, a strong interest) in finding it. Some of the most successful library instruction will be done informally, one-on-one, when students come to the library in search of information on a particular topic or assignment.

By working with the teachers before the assignments are made, you can anticipate some of the student questions and be better prepared to help them. The school librarian and the teacher work together to help students learn both the information and the search process.

There are still schools (generally only elementary schools) in Alaska that send classes into the library on a fixed schedule to provide planning time for the teacher. There is much resistance to change regardless of the many advantages of flexible scheduling.[7] In any case, the role of the school library in the education of children and youth is critical.

How do school librarians differ from other educators?

- School librarians are "blended professionals"— part teacher, part administrator, part support staff. The proportions vary from job to job but usually some aspects of all elements are present in each school librarian's job. Most school librarians teach resources in all subjects and are not attached to a specific discipline.

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[7] See *Schedules*/S-2.

- Certified librarians in schools are required to be trained as teachers and may have taught in the classroom for a number of years. They naturally feel strong bonds with education and many of them come to the library field with years of experience and involvement with various elements in the profession of education. Occasionally librarians leave the library setting to pursue careers in school administration.

- A good school librarian must be able to manage well. Managing a school library requires administrative skills. Somewhat like counselors, school nurses and other support areas, school librarians consult with students, teachers, parents, administrators and others regarding educational resources.

- Paraprofessional or clerical staff assigned to the library may or may not have training or support from district library personnel. Many schools are fortunate to have dedicated, committed paraprofessionals running their libraries. In the face of declining budgets the picture does not look promising for providing more professional support for these special people in school libraries. Many schools in Alaska fall into this category. Those of you in this situation can take some comfort in the fact that you are not alone in your situation. Even in the smallest schools—especially in the smallest schools—the person in charge of the school library is given a great responsibility.

School librarianship is just one part of education but it is unique in that it relates to each element in the curriculum and to many aspects of administration. School librarians need to be information and media specialists as well as curriculum generalists. Because of the complexities of librarianship and its unique nature, school librarians are often not understood or misunderstood. Many people simply do not realize all of the components of the position and we, as school librarians, do not always do a good job of explaining them.

Other Relationships

Alaska School Libraries will also have a direct or indirect relationship to some or all of the listed groups. You must be aware of the nature of the relationship: advisory or authoritative.

- *Municipal/Borough Assemblies.*
  Some Alaska school district budgets fall under the authority of the municipal/borough assembly. Anchorage is an example of this situation. This adds another layer of "government" to the system and can make the budget process cumbersome especially during times of tight budgets.

- *Neighborhoods and Communities.* School libraries are a valuable resource for the community. Some communities have combined the public and school library collections to provide services to all members of the area. This works well in some situations. The Alaska State Library can provide your community with information on combined school/public facilities. In any case you cannot underestimate the value of your library as a community resource.

- *School Districts, State-Run Schools, and Cooperatives*
  Most public school libraries in Alaska have an official direct relationship with one of more than 50 School Districts. There are some state operated schools. Your school may be the only school in the district or it may be only one of nearly 100 schools under the re-

sponsibility of the elected school board and theadministrative team hired by the board.

Some districts share the cost of services. Your district might consider contracting for shared services of a district media coordinator if a part-time position would serve your needs.

- *Accrediting Associations.*
  Regional accrediting agencies throughout the United States have the responsibility of monitoring schools for the purpose of accreditation. Alaska schools are accredited by the Northwest Association of Schools & Colleges with offices in Boise, Idaho. The Association publishes guidelines for schools of all levels but generally only secondary schools go through the accreditation process. See the entry under *Accreditation Standards*/A-1 for excerpts for school libraries.

- *Alaska Department of Education.*
  Aspects of school librarianship fall under the umbrella of the Department of Education, specifically the Division of State Libraries, Archives and Museums. The School Library/Media Coordinator is a member of the Library Development Section that provides training, consultation, reference service, general assistance and professional development to libraries and librarians within their service areas. The relationship is advisory.

- *U.S. Department of Education.*
  Through ERIC the U.S. Department of Education relates to school libraries in a support capacity. The Clearinghouse on Information and Technology has the most to offer school libraries but the Clearinghouse on Reading, English and Communication Skills includes the role of libraries in fostering and guiding reading. The Clearinghouse on Rural Education and Small Schools includes Alaska Natives. See the entry under *ERIC*/E-2.

- *Alaska State Legislature.*
  Funding for public schools in Alaska is allocated by the state legislature. The budget is then passed on to municipal governments and school districts for distribution. Currently decisions made in late spring decide the budget for the year beginning in July.

- *U.S. Congress*
  The Legislative arm of the federal government occasionally passes bills relating to education. The most recent action relating to school libraries was the reallocation of ESEA Funds in 1994. There were no funds budgeted for libraries but the act was a positive step in support of school libraries.

Many of these decision making bodies are elected. It is important for you to be aware of the issues related to education and school libraries. Talk with your representatives about their positions on education issues. Remember to vote in each election. Every single vote in Alaska is important. You can impact outcomes by being an informed voter.

Once you have identified where you fit into the big picture you can begin to examine the foundation for your own library program. Looking at the foundation of your specific library will help you focus your energies so that your work becomes more meaningful and purposeful.

Managing Your School Library

The framework of your school library media program is made up of (1) your foundation documents[8] and (2) the resources with which you have to work.

Laying the Foundation
- Mission Statement
- Goals and Objectives

Assessing Your Resources
- Facilities
- Collection
- Team
- Budget

Identifying Management Skills
- Planning
- Organizing
- Staffing
- Directing
- Evaluating
- Reporting

Laying the Foundation

Basic to your foundation documents are your mission statement and your goals and objectives.

Mission Statements[9]

A mission statement simply states the purpose of your library. It can be as short as a few sentences to a page or more. An example from *Information Power* is only one sentence:

Example:
The mission of the library media program is to ensure that students and staff are effective users of ideas and information.

A mission statement simply states the purpose of your library

The statement continues by explaining how the mission is accomplished.

Common elements in mission statements are (1) an identification of the library users and (2) an identification of the needs to be met as well as the concepts included such as supporting the curriculum, encouraging reading or preparing students for lifelong learning. The mission establishes the scope of the library's activities, acts as a foundation for planning, and gives direction to the library's daily activities.

If your school library or your district does not have a mission statement you may want to discuss it with your principal. A library advisory committee might help draft a mission statement. Once your mission statement is adopted, it will provide a checkpoint to keep you on track.

Goals and Objectives[10]

Your goals and objectives will further determine the direction for your library media program. Goals chart the future of the library's functions, services and programs. Goals are broad in scope, may be continuing, and might never be achieved.

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[8] Partially from Kolb, Audrey. *A Manual for Small Libraries in Alaska* (Alaska State Library, 1992) I 13-16.

[9] See *Mission Statements, Goals and Objectives*/M-2 ; Also *Information Power*/I-1 .

[10] See *Mission Statements, Goals & Objectives*/M-2.

A library usually has several goals. Goals may be grouped by function such as program (including instruction, consulting, public relations and other collection utilization activities), management (such as staffing, facilities, budgeting, and others), collection development (including selection, acquisitions, evaluation.) An example of a goal is:

> Example:
> To provide intellectual and physical access to materials in all formats.
>
> *Goals are broad in scope, may be continuing, and might never be achieved.*

Your district school board and administrators may have established goals and objectives. It is advisable to link some of your goals to those of your school and district as well as to state and national goals.[11]

Objectives are specific and measurable; generally there is a time frame given for achieving the objectives. Examine your goals and objectives early in the academic year and discuss them with your principal, district media coordinator (if you have one) and your library advisory committee (if you have one). You will probably want to identify new goals and objectives each school year though some may carry over for more than one year. Your library objectives will probably be limited by the semester or the academic year. You may have several objectives supporting each of your goals.

> Examples of objectives for one goal:
>
> G. Provide a current reference collection
> O. By May 1996 the reference collection 000-300 will be weeded
>
> *Objectives are specific and measurable; generally there is a time frame given for achieving the objectives.*

Assessing Your Resources

Once you know what you have to do you can turn your attention to your resources—what you have to work with to accomplish the goals and objectives. School library resources fall into four general categories: (1) facility (2) collection (3) team and (4) budget.

Facilities[12]

Unless you have the experience of planning a new library media center or the remodeling of an older one, you will have a facility already set up in which to operate your library program. Even though you can not do much about the walls, doors and permanent fixtures, you may have some flexibility in the arrangement of furnishings and equipment within the library.

You may want to live with things as they are for a while until you see what works and what doesn't work. It is not easy to move library books, shelves and furniture but it can be done and may be worth the effort to make your facility function better.

Remember basic functions, activities, supervision, traffic patterns, security and other problems when considering rearrangement of the center. Other important considerations include light, temperature, ventilation, sound, space and color—all of which contribute in a positive or negative way to the general atmosphere of the library. You will want to do everything in your control to see that the facility contributes to positive learning environment. The entry under *Rearranging, Remodeling and Planning New Libraries*/R-2 includes outlines of furnishings as well as a grid for your experimentation with placement on paper. Other resources are available from the School Library/ Media Coordinator's office.

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[11] See *Alaska 2000; National Education Goals*/A-2 ; *Documents for School Libraries*/D-1; and *Information Power*/ I-1.

[12] See *Rearranging, Remodeling and Planning New Libraries*/R-2 ; also *Equipment*/E-1; also *Technology in School Libraries*/T-2.

A number of communities have successfully combined school and public library facilities. This practice is not unique to Alaska and may offer advantages to small communities. The School Library/Media Coordinator or one of the other coordinators at the Alaska State Library can provide more information about combined facilities if your community is considering this arrangement.

Collection

The library media collection is the most important tool you have in your program. Ideally it provides a foundation of information for faculty and students to develop the learning process that begins in the classroom. Your job is to help the user (students and faculty) make the connections with the resources in your collection as well as others that are accessible.

Development and utilization of the collection are the two most important things you do. Everything you do should relate in some way to connecting user with information.

Team

When you work in a school library you may feel like you are all alone but you actually have a whole team of potential supporters. You should have some (or all) of the following people available to call upon for help.

Team[13]

Building
  - Faculty and Staff
  - Administration
  - Students

District Level
  - District Library MediaCoordinator (in some districts)
  - School Board Members

Community
  - Volunteers
  - Other Librarians

State
  - School Library/MediaCoordinator and Alaska State Library
  - Alaska AASL, AkLA
  - Other Librarians

Beyond Alaska
  - AASL, ALA
  - ERIC Clearinghouses, AskERIC

Budget

In some school districts a budget is handed to the librarian. In that case you will be responsible for following district procedures and tracking the money spent. You may be in a situation where you have some input into the amount of money budgeted for library resources and supplies. [You won't be responsible for facility costs or salaries.] You will be accountable, however, for the money you spend and a justification for any additional requests that you make. Principals may have discretionary money available to spend for the school. The library may get a part of this money because it serves all students and faculty.

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[13] See the following sections: *Alaska State Library*/A-6; *Associations & Organizations*/A-6; *ERIC*/E-2; *Libraries in Alaska*/L-3; *School Districts and Libraries*/ S-3; *Student Aides*/S-10; *Volunteers*/V-3.

It is a good idea to sit on district curriculum committees and attend department meetings when textbook adoptions are in process or when new classes or programs are considered so that the library can support the needs with materials. Any major change should have a special library allocation. This may be overlooked if there is not someone in the meeting to remind committee members to allow for library support.

In addition to the budget and special allocations you may receive from the district or school, there are other sources of income. These include grants, fund-raisers and donations.

- Grant money is available for educational purposes so you should be on the lookout for announcements. If your district has a person designated as a grant writer use him or her as a resource. See the entry under *Grants*/G-2.

- Fund-raisers can be very time-consuming so you will want to consider the time involved versus the benefit before you commit to a fund-raiser. Many school activities are financed by fund-raisers so you may want to limit your participation to those that promote reading and learning such as book fairs[14] or magazine sales.

- "Wish-list donations" are another way to supplement your collection. Often the parents organization or a community group will donate proceeds of a fund-raiser. Start a "want list" file of equipment or other expensive items and let appropriate groups know of the needs. Parents and other community members may be very generous. Be sure that your principal approves of any approach you make outside the building. Some districts have specific policies regarding raising funds.

- Special funds can be established to buy memorial books or develop special collections. Establish a process for receiving donations. Order special bookplates with the library's name and a place to put the donor or the person honored. Remember this when honoring a retiring teacher, celebrating a special anniversary of the school, establishing a memorial, or trying to get a special collection developed.

- Unsolicited gift materials[15] are added to the collection using the same criteria for selection as new materials. Gifts that are accepted should be done so with the understanding that you may pass on any materials that you cannot use in your collection. See the entry under *Selection*/S-4 for discussion of gifts.

During years of tight money, keeping the proper support for each of your resources may be a challenge. Library media programs cannot operate successfully for long without support in each area. For example the best facility and collection possible will not be successful unless there is a good team effort to carry out the program. Likewise, the best librarian cannot compensate for a poor collection or inadequate facilities. It is important to work continually for the best possible support for your facility, collection, personnel and budget. These resources represent the building blocks for a strong school library.

Identifying Management Skills

The management of a school library involves many of the same skills required to successfully run other educational and business enterprises. The basic areas fall under the following categories: planning, organizing, staffing, directing, evaluating and reporting.

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[14] See *Book Fairs*/B-4.

[15] See *Selection*/S-4.

Planning

Planning relates to the choices you make regarding the direction for action in your program. Planning is done as you set your goals and objectives to decide what you are going to do and how you will do it. The planning for your individual school library program is coordinated with the building and district goals and programs.

Planning is a continuous process and can include comprehensive, long-range (3-5 years) as well as specific, day-to-day plans. It is helpful to review your philosophy, goals and objectives to be sure that you are staying on track.

Organizing

Organizing the library media program involves the identification of tasks to meet your goals and objectives, determining who will be responsible for them and how the work will be done.

An organizational chart shows the lines of authority, as well as well as staff relationships which are only advisory. For example, in schools it is common for the librarian or library aide to report directly to the principal. The relationship of the library aide to the district library coordinator varies from district to district but that relationship may be advisory only. It is important for you to understand how the lines above you are drawn. Generally the person who evaluates you is the one with the line of authority. Your principal may delegate some of the authority for working with library aides to the district media coordinator.

Staffing

Staffing relates to the activities involving personnel such as hiring and training. If you are lucky enough to have paid staff reporting to you, you may be involved in the selection and hiring of them. If not, it is important to communicate the skills needed in the position as well as a clear description of the job.[16] Many of you will be working with students and volunteers.[17] Working with adult and student volunteers will require time for training and directing.

Directing

Directing requires you to interact with personnel to achieve the goals and objectives of the library media center. Directing involves motivation, leadership and communication. The interpersonal skills involved in directing relate to your relationship with volunteers (students and adults), as well as your relationship with teachers, students and administrators.

A policy and procedures manual for your school library will simplify things in the long run. Putting one together may be a bit of a chore but it can be done as a semester or quarter project.[18]

Evaluating

Evaluation is essential. You can evaluate your program in relationship to your standards and goals. In other words, it is an examination of your actual outcomes against your intended outcomes. Your evaluation can be formal or informal. You will be evaluating many aspects of your library work on an informal basis if nothing more than thinking to yourself "This lesson worked well!" or "This idea is not working at all!" Periodically you may want to put some time into a more formal evaluation. Many things need to be evaluated: the collection, your program, individual presentations, student perception of the library, teacher's perceptions as to how the program is working,[19] and even your own job performance.

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[16] See examples in *Job Descriptions*/J-1.

[17] See *Volunteers*/V-2; Also *Student Aides*/S-10.

[18] See *Procedures Manuals*/ P-1.

[19] See *Evaluation Guidelines*/E-4; also *Evalution of Librarians*/E-5.

Reporting

Probably once a year, at the end of the year, you will be expected to prepare a report. This may include a report of lost books, circulation for the year, materials added, materials withdrawn and numbers of classes meeting in the library. Your report can be brief but you can include a great deal of information by using a form for reporting the statistical information.[20] Some librarians are required to give grades to students for library participation or skill level.

You will want to frequently inform your principal of library activities, trends, concerns, etc. Faculty meetings or department chair meetings provide an opportunity to report or share information with administrators and faculty. You may also have an opportunity to speak to the school board or parent groups regarding the library. You may be uncomfortable doing this the first few times but each time you speak to an audience it gets easier. An alternative is to prepare a brief written report when requested and then make yourself available for questions.

Your management skills will improve with practice. There are many new trends and fads in management that will be introduced in professional and general literature. You can also pick up ideas by observing other managers and talking with other librarians. There are books on school library administration available to borrow from the office of the School Library/Media Coordinator.

Experienced librarians as well as novice library staff will begin a new job on stronger footing if you take the time to prepare the groundwork: Examine the foundation, survey the resources and review good management skills.

Connecting People and Information

The heart of your work in a school library is connecting people and information.

Building the Collection
- Planning Collection Development
- Organizing Materials
- Managing the Collection

Developing Your Library Program
- Integrating Library Information Skills
- Providing Reference Service
- Promoting Reading and Lifelong Learning

Building the Collection

One of the most important responsibilities vested in school librarians is planning and shaping the collection by adding and withdrawing materials to serve the needs of the users.

The term *collection* is generally used to refer to information resources but equipment to support the use of various nonbook formats is also an important consideration in collection development. Formats such as computer programs, audio and video recordings, CD-ROMs and even posters and prints provide alternate forms for presenting information that must be considered for school library collections. The first step in collection development is to have a plan.

Planning Collection Development

Ideally a collection development plan should be drafted in cooperation with the teachers and principal (and also the district media director or curriculum coordinator if there is someone in these positions). The four elements in a collection development plan identified in *Information Power* are: .

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[20] See *Statistics*/S-8.

Collection Development Plan Elements

1. Needs assessment of school and community
2. Selection criteria
3. Acquisition procedures
4. Evaluation techniques

1. Needs Assessment of the School and Community

General areas that need to be developed can be determined by formal or informal gathering of data through surveys of students, teachers, administrators and parents. Your collection will reflect the curriculum of the school. Attention to the patterns of use through circulation, in-library use, and a record of unanswered questions can also be helpful in determining what needs to be added to the library. This is an area where a library advisory committee can be helpful. A committee made up of one or two teachers, a student, a parent and maybe an administrator is a good working body.

2. Selection Criteria

The library should also have a selection policy. The school district may have a selection policy that can be used as a basis for a policy statement for the individual school. If not, then the librarian and/or the library advisory committee along with the principal can draft a selection policy to be presented to various groups for input and then to the school board for approval. If there is more than one school in the district the school board usually adopts a general selection policy for the district. In addition, each school usually writes its own policy that indicates special needs or emphasis of the school. Individual school selection policies may not need to be approved by the school board if they agree with the district selection policy.

The purpose of the selection policy is to provide a guideline for buying materials and indicating priorities.

Selection Policy Elements

- Goals and Objectives of the Library
- Formats for Materials, e.g. Media
- Special Materials, e.g. Gifts
- Process for Adding Materials
- Selection Criteria and Guidelines
- Selection Tools
- Process for Withdrawing Materials
- Procedure for Handling Complaints

More information about selection criteria, policies and tools are included in the entry under *Selection*/S-4. Examples from other libraries, districts and states are available from the School Library/Media Coordinator.

3. Acquisition Procedures

Once the need is determined and the selection has been made, the next step is to acquire the item. Most often the library will purchase the item but acquisitions can also come through gifts, rentals or local production. When accepting gifts, you apply the same criteria for selection as you do for purchased materials. Decisions to rent or produce your own materials may be based on availability and cost. Acquisition activities include ordering and preliminary processing of materials.

4. Evaluation Techniques

Evaluation is an ongoing process but there are times when you may want to spend some extra time on a specific evaluation technique to help you make decisions about spending the library materials budget. When you evaluate your collection you are looking at it in terms of what you have and what you do not have in certain areas. Techniques for evaluation include:

- Subject Specialist Recommendations
- Surveys of Students and Faculty
- Collection Analysis Tools such as
  - Collection Mapping
  - Core Collections or
  - Standard Catalogs
- Selection and Weeding Criteria

Organizing Materials

Materials in the collection will be classified and cataloged following a standardized system. The Dewey Decimal Classification (DDC) system has been widely accepted by schools as well as by most public libraries. Many schools have a copy of the DDC but a brief outline is in *Call Numbers and Classification*/C-4.

Classification and Cataloging Options

There are several choices for obtaining the information you need to classify library materials. As a building-level librarian, your priority is working with library users. You will want to choose the method that will save your time and maintain quality—even if it is more expensive!

Preprocessed materials[21] provide the easiest way for small libraries to handle classification. Large book vendors (or jobbers) offer processing as a service for a very small additional charge. If you have an automated system you can buy the cataloging records on disk to load onto the computer. If you use a card catalog, you can request card sets with your order.

Most jobbers offer options for such things as placement of the book pocket (front or back of the book), designation for fiction (F or FIC or nothing for fiction), and classification of biography (920, B or 92). You will want to make some decisions about how you want things processed so that you can instruct the vendor. You only have to do this once as they will keep the information on file for your next order. Keep a record in your policy manual so that you can be consistent in instructing other vendors. Check pre-processed materials carefully because sometimes there are mistakes. In most cases pre-processed materials are a great value for school libraries and well worth the extra cost.

Downloading cataloging information is another way to get cataloging information. You can use a database such as LaserCat or Alliance Plus to copy or download electronic cataloging data. Check with the School Library/Media Coordinator for the latest information.

Cataloging in Process (CIP) information on the back (verso) of the title page of the book is another option. This cataloging prepared by the Library of Congress from galley proofs and is found in most books published in the United States.

Access Points

Access points are provided by the different author, title and subject cards filed in your card catalog or by searching an electronic catalog. When providing access you need to think about why and how people will be looking for the item. If you are using a card catalog you need to be sure that you have made enough entries and that the cards are filed accurately. Follow the filing rules in *Filing Rules*/F-1 . You can use student and parent volunteers to help with filing but it is a good policy, regardless of who is filing, to file cards above the rod. Someone else can double check the filing and drop the cards. Cards that are misfiled are no help in finding materials—just as books that are misshelved are the same as lost.[22]

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[21] See *Processing Materials*/P-2.

Managing the Collection

Managing your collection includes the activities of circulation, maintaining (mending and binding), weeding, inventory, and keeping statistics.

Circulation can be manual or automated. Libraries with manual circulation systems will likely use book pockets and cards. The library user signs the book card; then the date due is stamped on the card and the book slip. This is a system that students and volunteers can easily learn. An automated circulation system will save time in checking out books as well as handling overdue materials, keeping circulation statistics and sometimes streamlining inventory.

Replacing or repairing worn or damaged materials is always a dilemma. Time and appearance are important factors. A guide for preservation and book repair produced by the Alaska State Library in late 1995 is available from the School Library/Media Coordinator. Simple repairs are adequate for emergencies on popular materials but you may want to consider buying a new copy if you have a well-worn title that should be kept.

Inventory and weeding are part of your regular activities. Your inventory will probably be done once a year at the end of school. Weeding can be done as you do inventory but you will most likely do some of it throughout the year. The entry under *Weeding*/W-1 discusses several methods.

Some of the statistics you keep will be for certain reports. You need to know early in the year what statistics you will be asked to produce. Consider why you are keeping statistics. There is no reason to keep statistics if they are not used for any purpose.

Developing Your Library Program

Putting everything together and making it work is the ultimate goal of the school librarian. This is the test of the library's success. Maximizing the use of the collection includes some or all of the following: connecting the library user with materials through reference, reader advisory, reading motivation and information skills—in other words, laying a firm foundation for a lifetime of learning through the processing of information.

Integrating Library Information Skills

Some school districts have adopted a "scope and sequence" of information skills to be taught by the librarian. There are specific identifiable skills that students need to know but they are best learned when they are integrated with the entire curriculum. The school librarian should work with every teacher to ensure that students are getting the introduction and constant practice in learning to find, evaluate and use information.

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[22] Double-checking the shelving of materials is as important as checking the filing of cards. It is a good policy at least when you are training students, to have them shelve books with the spines up, sticking out from the shelf so that you can check them for accuracy in shelving. You can probably just spot-check after students are well trained.

Providing Reference Service

The individual one-on-one interaction between student and librarian provides an opportunity for a learning experience for the student. By talking through the search process, the student may pick up hints on how to do a search independently the next time. When working with students on an individual basis, an important guideline is to remember that students are at many different levels of expertise in library use. We need to recognize the level of the students' knowledge or experience base and begin building there. We can use guided practice to ensure correct learning.

There are many ways that informal teaching takes place including brief handouts on specific aspects of information resources, instruction for searching and other information resources.

Promoting Reading and Lifelong Learning

This is what makes your library come alive. You can stay very busy working with teachers, doing library instruction, adding to your collection, and doing the dozens of other things you have to do in running a school library and never do any programs. Programming is the opportunity you have to create an environment, an excitement about books and reading, and a love for learning, The following topics covered in the Nitty Gritty section will help you develop some special projects to add to your library program.

Programs that promoting reading include: *Author Visits*/A-7 ; *Awards, Honors and Prizes/* A- 9 ; *Caldecott Medal Winners*/C-1 ; *Newbery Medal Winners/*N-1 ; *Battle of the Books/*B-1 ; *BookFairs*/B-4 ; *BookTalks/*B-5 ; *Bulletin Boards*/B-6 ; *Reading Programs*/R-1 ; *Storytelling*/S-9 ; *Young Readers' Choice/*Y-1 .

You will want to be selective in the special programs you choose to promote in your school. You should be flexible and try different things but there is some advantage in establishing traditions in your school. When you find a program that is particularly popular with students you may want to repeat it each year.

Becoming an Information Leader

Becoming an information leader involves preparation, an understanding of issues and an acceptance of the "call to action."

Preparing for Leadership

- Competencies for School Librarians
- Certification and Endorsement
- Formal Education
- Continuing Education
- Professional Organization

Dealing with Issues

- Censorship and Intellectual Freedom
- Confidentiality
- Copyright
- Diversity
- Laws and Legislation
- Scheduling: Fixed Vs Flexible
- Technology

Taking Action

- Consulting
- Outreach and Advocacy

Preparing for Leadership

Each school needs an advocate for its school library whether it operates a library out of a closet or a large collection of print and multimedia. Regardless of your situation, if you are responsible for the library program in your school, you must be the information leader. In this Handbook, we have included information on certification, formal education, continuing education and professional associations. Use what is appropriate for your situation.

Library media people must be leaders! You are in a pivotal role in your school. You are in a position to see the curriculum at work, to see both the teaching and administrating side of school. If you are a good listener, you are in a position to hear from students, teachers and administrators (and sometimes parents) about what works and does not work in the school. With all this information and your broad knowledge of the curriculum and education you are in a position to make a difference in your building, your district, and beyond.

Begin in your own school by working with faculty and students building on ideas that work in one situation and applying it to another. You can get many ideas to enhance the curriculum from the professional literature. Share ideas with other librarians when you find something that works well. Try to visit another school library in your district or community. Plan an exchange if possible so you can really observe how someone else does things. There is a great deal to be learned from observing other school libraries and talking with other librarians.

Competencies for School Librarians[23]

Books have been written and issues have been debated about the many skills needed to be an effective school librarian. With the fast-changing library scene, the skills needed have also changed. It is a little intimidating to read some of the competency lists because it sounds like a profession for only Superman or Wonderwoman. [On a good day when you have done 1001 things in the library you will probably feel like SuperLibrarian or WonderLibrarian!] We are all different in our skill and interest levels - and that is OK. You can enhance your knowledge and skill in areas of need by pursuing continuing education opportunities, formal classes, and reading professional literature. The School Library/Media Coordinator can suggest opportunities for personal development.

Certification and Endorsement

Ideally, school districts will employ certified librarians to manage their library media programs. Small school districts can contract with other small districts or larger districts to provide services of certified librarians on a part-time or consulting basis.

Certified school librarians have to be prepared in two areas: education and librarianship. Most school librarians were classroom teachers first, then later acquired the hours for a library endorsement, and became librarians. There is a strong feeling among many school librarians about the importance of their teaching role. There are a number of school librarians who were librarians first and then became involved in schools. As noted in the introduction, it is important to have the perspective of both librarianship and education. Some states are very specific about the courses required for endorsement. Each year, the June issue of *School Library Journal* outlines the certification requirements of each state.

For certification most states require two things: (1) a valid teaching certificate and (2) a minimum of 18 hours of library science. Alaska falls into that category. See the entry under *Certification*/C-7. A number of states specify the areas of formal education covered by the 18 hours. Requirements for certification in each state are published periodically. Typically the areas of preparation for school librarianship include some or all of the following courses:

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[23] See *Competencies*/C- 9.

1. Collection Development or Selection,
2. Administration of School Libraries,
3. Literature for Children and/or Literature for Adolescents,
4. Information Storage and Retrieval or Organization of Materials,
5. Introduction or Foundations
6. Technology

Generally each of the classes is a 3-hour credit class with a total of at least 18 hours (or six courses) for endorsement. Most often these classes are offered on the graduate level rather than undergraduate.

Formal Education[24]

It is generally accepted in professional library circles that the professional degree in library science is at the master's level and should be from an ALA accredited program. Educators who have one or more degrees in education may face a dilemma when looking to a career bend into librarianship. Classroom teachers in many states may be certified as librarians or media specialists with only 18 hours of library science. There are many universities and colleges that offer library science classes for certification that are not on the ALA list. Many of these universities give fine preparation for school librarianship but there are several factors to remember when considering graduate studies.

Besides time, budget, and geographic constraints, flexibility is one of the most important considerations. School librarianship is only one type of librarianship. There are many job opportunities in post secondary, public and special libraries. A master's degree in library science from an ALA accredited library school will give the school librarian more flexibility in changing jobs. Almost without exception, professional positions in academic, public and special libraries require a master's degree from an ALA accredited program.

Scholarships

There are a number of scholarships available for graduate education in library science. The Alaska Library Association offers a $2,000 scholarship annually to an Alaskan for graduate study in library science. Preference is given to Alaska Natives but anyone in Alaska may apply. The recipient is expected to return to Alaska to work. The deadline for applying for this scholarship is usually mid-January with the award given in the spring for the following summer or fall semester. Information about the scholarship is in the Alaska Library Association Directory. There are a number of scholarships advertised on a national basis.

Continuing Education[25]

Continuing education is a planned learning experience undertaken by an individual for the improvement of both personal and job skills. There are a variety of opportunities for continuing education for school library media personnel. The Alaska Library Association (AkLA), Alaska Association of School Librarians (AASL)[26] and the Alaska State Library frequently offer workshops and short classes on specific topics related to school libraries. Watch for announcements in *Newspoke*, the *Puffin*, and direct mailings.

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[24] See *Library Schools(ALA Accredited)*/L-4 .

[25] From Kolb, Audrey. *A Manual for Small Libraries in Alaska.* Alaska State Library, 1992. III -13.

[26] See *Associations and Organizations*/A-6.

Professional Organizations

Professional associations and organizations offer another opportunity for continuing education through newsletters, conferences, workshops, and networking with members. The entry under *Associations and Organizations*/A-6 includes membership information for the Alaska Library Association (AkLA) and Alaska Association of School Librarians (AASL). Both organizations are affiliated with national associations.

Dealing with Issues

There are a number of issues for school librarians in Alaska. Reading professional journals such as *School Library Journal, Journal of Youth Services in Libraries, Emergency Librarian, American Libraries, Puffin, Book Report, Multi Media Schools, Newspoke,* and *Library Journal* will keep you up with some of the latest issues. See the entry under *Magazines for Librarians*/M-1. Topics change but some that you will want to be aware of include: censorship and intellectual freedom; copyright; diversity and multiculturalism; flexible scheduling; laws and legislation; and technology.

Censorship and Intellectual Freedom[27]

Challenges are more frequent and the challengers are better prepared than a few years ago. It is important to understand the process for handling challenges in your district so that you will not be surprised when someone challenges a book from your library. You must be familiar with the basic issues and be comfortable in your beliefs before you can take an effective stand against censorship.

Fighting censorship and defending intellectual freedom are among the most important responsibilities of a school librarian.

Confidentiality

Confidentiality and privacy[28] of library records are issues that occasionally emerge. This was a hot topic a few years ago when John Hinkley shot President Reagan and authorities wanted to see his library records. Privacy laws in most states now protect library readers including children but it is an issue that could emerge in your school or community at any time.

Copyright[29]

Copyright is a concern that is with us all of the time. Copyright is a right granted by law to the creator of a work (an author, composer, publisher, or distributor) for the exclusive publication, production, sale or distribution. Computer programs, videotapes, workbooks, music, stories, poetry, and periodical articles are sometimes illegally reproduced by people in schools. It is a temptation to students, teachers and even school librarians to violate the copyright law — "in the interest of education." This is not OK. The laws and guidelines are very specific in detailing what is acceptable and what is a violation. Copyright guidelines must be followed and school librarians must set the example for others to follow. It is your obligation to follow the guidelines and to inform others of the restrictions. You can do this by posting notices next to your copy machines and distributing handouts about "Fair Use." Many people copy materials without thinking or realizing the infringement on another person's rights. Defending copyright is one of the most important issues on which to take a stand.

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[27] See *Censorship and Controversial Materials*/C-6.

[28] See *Confidentiality*/C-10.

[29] See *Copyright Guidelines*/C-11.

Diversity

Alaska has a very diverse population and it is important that this is reflected honestly and fairly in the collection of your school library. Local history is of primary interest but you will want to include materials on other groups. You will find resources listed in the Alaskana bibliography.[30] Watch the library literature as well as education and general media for information on diversity and multiculturalism.

Scheduling:[31] Fixed Vs. Flexible

Scheduling is a hot topic of debate in some circles. School librarians and researchers are generally in agreement that flexible scheduling is better for student learning but there is a great deal of resistance to it by some teachers and administrators. You may be in a position to suggest alternatives to a fixed schedule so you will want to know the arguments for each.

Laws and Legislation

Funding for school libraries is reflected, to some extent, in legislation at state and national levels. ESEA legislation was approved on the national level but no funds were allocated for school libraries. Watch for future action on this issue. In Alaska the legislature is cutting back on state spending in nearly all areas. Education has been a priority in the state but will take cuts along with other priorities in state government. It is important to be in tune with developments and express your concerns to your representatives.

Technology[32]

The Internet is probably the hottest current technology topic. Many issues are related to Internet use including copyright and censorship. The entire area of technology is changing so fast that it is critical to read and listen to the latest information. Educators have traditionally been leaders in the utilization of technology, particularly as it applies to teaching. Before you invest in anything electronic it is important to do your homework. Much of what we buy will be outdated before we receive it.

New issues will emerge. The professional literature, discussion columns, and electronic listserves will reflect the topics. Try to get more than one viewpoint on all topics. Do not hesitate to contact the School Library/Media Coordinator for direction to additional sources of information.

Taking Action

Consulting. Learning to lead and addressing the issues are the first steps toward becoming an information leader. Because you are the information resource person in your school, people will expect you to know what is available and how to get it. Of course there is no way that you will always have all of the answers, but you will have many resources at hand and access to many, many more.

Students. Serving as a resource person for students means that students will come to you for their information needs for assignments, for topics of personal interest, and just for suggestions for a good book to read. If you are new to the job you can systematically read fiction and nonfiction for the age levels in your school. You can begin with the newest titles, award-winning books, and some of the authors popular with students in your school. It will help to set monthly goals of a specific number of books to read. A university class in children's or young adult literature will provide a good foundation for learning in this area but it takes sustained effort to stay up with the literature in the field.

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[30] See *Alaskana*/A-5.

[31] See *Schedules*/S-2.

[32] See *Technology in School Libraries*/T-2; also *Internet*/I-4.

Administrators. Your principal may come to you with an information need that you do not have available in your collection. There are a number of resource people you can call upon for assistance including your district library coordinator (if you have one), a school librarian friend, the Alaska School Library/Media Coordinator, AskERIC or one of the ERIC Clearinghouses[33], your public library or the nearest university library.

Committees. Curriculum and textbook committees will often have a school librarian member who can help the group remember supplementary resources, the role of the librarian in teaching, and other aspects that will impact the information resources of the school. You may find yourself on these committees or others where you will be expected to add to the discussion of and changes or additions to curriculum. You may need to volunteer for some of these committees if your district does not regularly place librarians on them.

Parents. Groups of parents can provide a great deal of support for the library through donations, volunteerism[34], and general support for the library program. A parent support group can be invaluable to the librarian. Parent groups may occasionally call upon the librarian for presentations such as recommended parenting books, gift books for children, encyclopedias and other resources for a home library, and sometimes even reading guidance for literature for youth. You may want to create a personal file of ideas for working with parents. If your budget permits and the need is expressed you may also want to establish a small collection of parenting books or work with the public library to see that one is available in your community.

Teachers. To be an effective information consultant for teachers you must be familiar with the curriculum. Reading the curriculum guides for your district will provide a good start. As you become familiar with your library collection, be alert to resources that will help the teacher in presenting the concepts outlined in the curriculum guides. The next step would be to look at the textbook for an indication of specific topics that will be covered. Begin with one teacher who has expressed interest or need for assistance. By slowly adding a teacher or two and a class or two throughout the year you will eventually become very familiar with the curriculum and will be on the way to becoming a curriculum expert.

Outreach and Advocacy

You can be proactive in promoting your collection, your program and your expertise. Believe in your product and promote it. Positive public relations within and outside you school will build your program and enhance the reputation of the school.

Alaska school libraries and school library personnel are probably as varied as in any state. Alaska has some of the largest and many of the smallest school libraries in the country. One thing is certain, however: Every student needs to be in a place where they can be introduced to information sources and information skills. Working in a school library is one of the most rewarding jobs possible. The work is important and doing a good job really does make a difference in the education of children. The job offers challenges on many levels and the rewards in terms of personal satisfaction can be immeasurable. Your efforts are supported by the Alaska State Library and librarians throughout the state. We salute your dedication.

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[33] See *ERIC*/E-2.

[34] See *Volunteers*/V-3.

Glossary

The entries of this glossary contain simple definitions as they are commonly used. It is intended as a quick reference only. Multiple meanings are not included unless they relate directly to the use of materials in a school library. You are encouraged to consult general dictionaries or one of the library science glossaries for fuller discussions of terms.

AASL—Alaska Association of School Librarians, the Alaskan school librarians' organization; American Association of School Librarians, a national division of ALA.

abstract—A summary of the essential points of a work; usually 100-150 words in length.

academic library—A library of a college, university, or other academic institution for postsecondary education.

ACCESS ERIC—Toll-free access to ERIC (Educational Resources Information Center). 1-800-LET-ERIC or 1-800-538-3742.

accession number—The number assigned to provide a numerical count of the total collection. Accessioning books, recording in a ledger and assigning a consecutive number to each new item was a common practice some years ago but has been eliminated by many libraries today.

acquisition—Obtaining library materials by purchase, exchange, or as gifts

AkLA—Alaska Library Association, a non-profit corporation, whose purpose is the promotion and development of library service for all Alaskans. Members are librarians, trustees, and others involved with libraries; libraries can hold institutional memberships, and book sellers, book binders, and computer vendors may join as commercial members.

ALA—American Library Association, a national organization whose mission is to provide leadership for the development, promotion, and improvement of library and information services, and for the profession of librarianship. Address: 50 E. Huron St., Chicago, IL 60611.

Alaska Center for the Book—An affiliate of the Library of Congress Center for the Book. Address: 3600 Denali St., Anchorage, AK 99503.

almanac—A publication with factual and statistical data; usually published every year.

ALN (Alaska Library Network)—A cooperative affiliation of libraries and librarians, who participate through: interlibrary loan, sharing of print and nonprint materials, communication services, continuing education and in-service training, and includes human resources and expertise.

alphabetical—Arranged in the order of the letters of the alphabet: a b c d e f g h i j k l m n o p q r s t u v w x y z

alphabetization - letter by letter—Alphabetizing words and phrases, ignoring spaces between words; alphabetizing is done strictly letter by letter, as shown in this example
Case
Cased glass
Case history
casein
Casement
Case method

alphabetization - word by word—Alphabetizing words and phrases, treating a space as a unit to be alphabetized before the letter 'a', as indicated in the example. All library catalogs (*LaserCat*, *Gnosis*, microfiche catalog) are arranged word by word.
Case
Case history
Case method
Cased glass
Casein
Casement

alphanumeric—A combination of letters and numbers.

annotation, annotated—A note that evaluates or describes the contents of an entry in a reading list or bibliography; usually limited to one or two sentences or phrases.

annual report—A report issued once a year, summarizing that year's activities

annual—Once a year (see also biannual and semiannual).

anthology—A collection of literary selections.

appendix—Supplementary material at the end of a book.

Area Center Library—A community library which has adopted additional responsibilities for Community Library staff in villages or towns in the area by providing in-service training, a minimal level of backup reference service, and programming resources. Usually the Area Center Library is in a city which serves as a natural transportation and communication hub. Libraries designated as area centers are: Nome and Bethel.

AskERIC—Internet-based question-answering service for educators sponsored by the Educational Resources Information Center. Address: askeric@ericir.syr.edu

atlas—A book of maps.

author, title, subject searches—Typical ways that catalogs and indexes are searched. Some printed indexes separate themselves into several parts, such as an author index, a title index, and a subject index. Other search possibilities offered in some indexes include keyword, number (such as abstract number), code, and first line (poetry).

authority file—A file showing the accepted form of heading used for author or subject headings.

autobiography—The biography of a person written by that person.

back issues—Periodicals or newspapers issues earlier than the current one.

back order—An order that is not completed but is expected to be filled when missing items are available.

banned book—A book that has been censored.

bar code—The vertical bars containing machine-readable code representing a number. Bar-code numbers can be attached to library records for patron and library items.

Batchelder Award—Awarded by the ALA division, Association for Library Service to Children, to an American publisher for a children's book considered to be the most outstanding of those originally published in a foreign language in another country. Named for Midlred L. Batchelder.

baud— The unit of measurement to indicate the speed of data transfer in electronic communications systems from modem-to-modem. Usually 300, 1200, 2400, 9600,14.4 or 28.8 thousand bauds or bits per second.

biannual—Twice a year. Compare with biennial.

bibliographic citation—A reference to a work that includes enough information to allow the work to be found. For a book, the bibliographic citation should include the author's name, title of the book, place of publication, publisher, and date, and perhaps page numbers. For a periodical, the bibliographic citation usually includes the author's name (if the article is signed), the title of the article, name of the periodical, date, volume number, and page number. Citations from newspapers include the title of the article and newspaper, complete date, section number, page number, and column number.

bibliography—A list of books, periodical articles, or other works on a particular subject or by a particular author. An annotated bibliography includes notes about each resource.

biennial—Every two years. Compare with biannual.

bilingual—Using two languages

bimonthly—Every two months

bindery—A company that binds or rebinds materials.

binding—1. Various methods by which leaves, sheets, sections, signatures, etc. are held together or affixed so that they will be usable and resistant to wear for a prolonged period. Major subcategories of binding are machine binding, mechanical binding, and hand binding. Binding operations often are grouped into three large series of operations; sewing or leaf affixing, forwarding, and finishing. Synonymous with bookbinding. 2. The cover of a volume. (ALA)

biographical dictionary—A book of people's names with a brief entry about the person; arranged alphabetical by the last name of the person.

biographical index—An index of names with references to information about people

biography—Information about an individual. It may be a whole book, an article, or an entry in a collective biography

biweekly—Every two weeks. Compare with semimonthly

blanket order—A plan by which a vendor or wholesaler agrees to supply to a library one copy of all publications as they are published.

blurb—A description and recommendation of a book prepared by the publisher and generally appearing on the book jacket

book jacket—A detachable, protective paper jacket placed around a book by the publisher. Usually contains a blurb, a biographical sketch of the author, quotes from reviews, and a list of other books by the author or issued by the same publisher. Synonymous with dust cover, dust jacket, dust wrapper, jacket, jacket cover.

book number—The number, letter, or other symbol or combination of symbols used to distinguish a book from every other book in the same class. At the same time, it is used to arrange books bearing the same class number on the shelves, by author, title, edition, date of publication.

booktalk—A talk about a book or books usually given in the library by school librarians and children's and young adult librarians but also done in the classroom.

Boolean searching—A method of searching on computers that allows you to combine terms or conceptsby using *and*, *or* and *not* commands. For example, 'hunting and Alaska' enables you to find items discussing both concepts in the same work.

boot—To start up a computer. A cold boot is when the computer is switched on; a warm boot is a "reset" after the computer has been in operation.

bound periodical—Several issues of a periodical bound together with a hard cover.

browse search—A search option that puts you in the alphabetical sequence.

BT—Broader topic or term; a more general topic or term.

budget—A yearly plan outlining funds received and proposed expenditures.

bug—The process of placing a theft detection strip in or on an item. *Tattle-tape,* a 3-M security system detection device, is an example of a "bug." Also a mistake in a computer program which either crashes the program or returns wrong information.

bylaws—Rules governing the internal affairs of an organization.

Caldecott Medal—Given annually by the ALA division, Association for Library Service to Children, to recognize the illustrator of the most distinguished picture book for children published in the United States during the preceding year. Named for Randolph Caldecott (1846-1886, an English illustrator.

call number—The unique alpha/numeric code used to identify each item in the library and to locate it on the shelves.

card catalog--A listing of the library's collection made with a separate card for each item and arranged in alphabetical order, usually with cards for authors, titles, and subjects.

Carnegie Medal—Presented annually to and American producer for the outstanding video production for children released in the US in the previous calendar year. Presented by the Association for Library Service to Children.

carrel—An individual study booth in a library.

catalog—A systematized list; to list or make a catalog. A library catalog is generally an author, title, and subject list of the items it owns (its holdings). The process of describing library materials bibliographical and assigning a call number.

CD-I—Compact Disc Interactive.

CD-ROM—Compact Disc Read-Only Memory - compact disc which can store large amounts of data and is accessed through a microcomputer; increasingly being used to store information for reference and research. A development which allows the creation of a CD at a personal computer.

checkout system—Records of items checked out of the library; to whom and for how long; can be computerized or a system of cards.

chronological order—Arranged by date, usually beginning with the earliest date.

CIP—Cataloging in Publication; bibliographic information printed on the back of the title page.

circulation—The lending of library materials for use outside the library; the department which is responsible for the lending services.

citation—The description of a work normally including the author, title, place of publication, publisher, and date. See also bibliographic citation.

classification—A systematic scheme for the arrangement of books and other materials according to subjects.

clearinghouse—A place where information is gathered, organized, and disseminated; may offer other services as well.

clip art—Previously existing drawings or other art that is cut out and used as illustration in a publication as opposed to art especially commissioned for the purpose for which it is drawn.

col.—Abbreviation for column; used in newspaper citations.

cold lamination—Applying a protective plastic film on material without using a heat process.

collection development—All the activities that build a library's collection including developing policies, determining users' needs and use of the collection, selecting, ordering and weeding the collection.

collection—Library materials owned by a library.

collective biography—A biographical work containing the lives of several people. See also biography.

community library—In Alaska, a facility, staffed by one of more persons, which provides materials and services free of charge to people of all ages, receives its financial support in whole or in part from public funds, provides resource sharing and interlibrary loan services through the Alaska Library Network, offers some programming, and meets all requirements of the Public Library Assistance Grants stated in the Alaska Administrative Code, AAC 57.

community/school library—A combined public and school library, usually housed in the school facility, which offers public library services to the entire community.

confidentiality of library records—A state law requiring that names, addresses and personal information of users of library materials not be revealed except upon court order (AS9.25.140)

continuing education—Classes, workshops, and conferences which build on and update previous knowledge.

copyright date—The year as it appears in the copyright notice. The year that the legal right to publish the work was issued.

copyright—The right granted by law to an author, composer, publisher, or distributor for exclusive publication, production, sale, or distribution of a work. In the United States, the right is granted for 28 years with the privilege of being renewed for an additional 28 years. The legal provision of exclusive rights to reproduce and distribute a work. Under U.S. Public Law 94-553 (Sec. 106) these rights are granted to the author, composer, artist, etc. and with certain limitations are those of (1) reproduction; (2) preparation of derivative works; (3) distribution to the public by sale, rental, lease or lending; (4) public performance; and (5) public display. These rights may be transferred to others.

copyright-free—Not protected from copying. Copyright-free materials may be copied and used without getting permission from the author or publisher.

Coretta Scott King Book Awards—These awards are given to a Black author and a Black illustrator for an outstanding inspirational and educational contribution to children's literature. The award honors Mrs. King for her courage and determination to continue the work for peace and world brotherhood. Presented by the Social Responsibilities Round Table of ALA.

cross-reference—A direction from one heading to another heading; either *see* or *see also.*

cumulation, cumulated—Combined into one. A cumulated index is one in which several earlier indexes are combined into one list.

curriculum guide—A written plan including one or more aspects of curriculum and instruction such as goals and objectives, resources, a variety of learning activities, and evaluation techniques. This plan may cover a single unit of instruction or may be used to describe the entire curriculum of a school district or an entire state.

database—A collection of digitized information that can be retrieved by a computer.

depository library—A central library charged with maintaining an archival set of documents, usually government produced of regional or historical value. Some Alaskan depositories include: Alaska Historical Collections at Elmer Rasmuson (UAF), Consortium Library (UAA), Alaska State Library, Z.J. Loussac Library (Anchorage).

Dewey Decimal Classification (DDC)—A system of dividing books into ten main subject areas with further subdivisions in each group.

dictionary arrangement—An alphabetical arrangement using one alphabet; as used in a dictionary.

digest—A summary or condensation of a work.

directory—A list of names and addresses; often alphabetical but sometimes classified into groups.

disk—A data storage devise that stores information but can be written on and erased at the users discretion – disc—a data storage devise that stores information but cannot be written on (as in laserdisc or CD disc).

document—In its broadest sense a document can be any work or part of a work. It is often used to refer to government publications.

dry mounting—The process of bonding two paper surfaces with a paraffin-treated sheet between them and heat and pressure applied. The sheet—dry mount tissue—is commonly used to bond a photograph or other art to a surface using a dry-mount press.

dummy—A piece of wood or other material shelved in the regular place of an item to indicate an alternate location; A mock-up of a book, newsletter or other publication to be used for editing before printing or final production.

dust jacket—*See* **book jacket.**

edition—All the copies of a book printed from one setting of type. A revised or 2nd, 3rd, ... edition: A substantially rewritten or updated book that is published after the first writing (edition) of the work.

encyclopedia—A reference work containing discussions of subjects; usually arranged alphabetically.

endnotes—Bibliographic notes appearing at the end of a paper that acknowledge sources used to cite specific facts, opinions, or direct quotations within the paper.

entry—A record of a work in a catalog or list.

ERIC system—Educational Resources Information Center; a national system designed to provide access to an extensive body of education-related literature; sponsored by the U.S. Department of Education. *ERIC* is also the name of the computerized database of educational literature, containing approximately 700,000 abstracts.

ESL—English as a second language.

essay—A short literary composition on a single subject, usually presenting the personal views of the author.

family mail service—Library service by mail sponsored by the Alaska State Library and offered to Alaskans who have no community library service The Fairbanksd Noel Wein Library offers the service to users statewide.

finding aid--A guide or index to locating information.

flannel board—A display panel or board covered with cotton flannel or wool cloth, which is used to display messages or cut-out images to tell a story

flowchart—A diagram using standard symbols to indicate a step-by-step process.

footnotes—Bibliographic notes appearing within the text of a paper, at the bottom of a page, that acknowledge sources used to cite specific facts, opinions, or direct quotations within the paper

function keys—Keys on a computer keyboard that have special functions such as 'Print' or 'Save'.

gazetteer—A geographical dictionary.

glossary—A dictionary of special terms.

Gnosis—Pronounced 'no sis' and meaning 'knowledge'. The University of Alaska Libraries' database which includes the collections from UAA, UAF, and their extended campuses. The *Gnosis* database may be accessed from a home computer and a modem through SLED. *Gnosis* card is a library card which is required to check out UA materials. *Gnosis* cards can be used at any UA campus.

goal--A long-range, broad, general statement describing a desired result.

Gov Doc—Abbreviation for Government Documents.

governing body--The group of people holding the legal and financial responsibility for the library in public trust, to represent the interests of the public and set policy.

government document—An item published by the U.S. Government.

GPO (Government Printing Office)—The U.S. Government Printing Office is an independent body of the legislative branch of the government. It is the official publisher for the U.S. government and is said to be the largest single publisher in the world. A number of bookstores around the country sell popular GPO titles. Documents are distributed to depository libraries Alaska has a number of depository libraries. The Superintendent of Documents within the GPO is responsible for centralized distribution of government publications.

Governor's Advisory Council on Libraries—A statewide advisory committee appointed by the Governor to advise on state library policy and set annual goals and recommendation for use of federal library funds; members include representatives of various types of libraries, the state library organization, and various categories of library users.

graphic—A two-dimensional representation that can be opaque (e.g., art originals and reproductions, flash cards, photographs, drawings) or projected without motion (e.g., filmstrips, slides, transparencies).

guide—An information source introducing and outlining a particular subject or field. It generally discusses the field as a whole, its peculiarities of research and reference, the place of the subject in the mainstream of knowledge, and various forms especially applicable for work in the field, ranging from specialized abstract services to sources of unpublished reports.

handbook—A concise reference book; a manual.

hierarchical classification system—A classification system which divides classes from general to specific by gradations of likeness and difference.

holdings—The volumes or parts of a work or series owned by a library.

in print—An item that is still available from the publisher.

index vocabulary—A list of terms used in indexing. Example: *The Thesaurus of ERIC Descriptors*

index—A way to find material; generally an alphabetical list of subjects, authors, or titles with a reference to locate them. (1) A list of topics, names, and so forth treated in a book giving reference to the pages where they occur. (2) A list of citations to periodical articles arranged under subject headings and authors' names. May be electronic.

indexed periodicals—Magazines, journals, or periodicals that have been analyzed by subject resulting in some form of index.

initial article—Articles (a, an, or the) at the beginning of a title.

institutional grants—A state grant to a library to provide services to residents of state institutions, e.g. Pioneer Homes, correction centers, youth facilities, etc.

integrated shelving—Shelving materials—such as books and audiovisual materials—together regardless of format.

interfiling—The practice of filing together.

Interlibrary Cooperation Grant--Grants made to a library or libraries to improve cooperation among state libraries and increase access to statewide resources; awarded annually on a competitive basis.

interlibrary loan—The loaning of library materials from one library to users of another library; the transaction is between libraries.

intermediate screens—The computer screens between your entry and where you need to be. For example, when doing a search on *Gnosis*, in order to get the call number you have to go through several levels of screens. Each level displays an 'intermediate screen'.

Internet—A world-wide network of networks, connecting computers for long distance collaborations, electronic mail, transmitting programs and documents to and from remote computers, accessing library catalogs.

inventory—A check of each item in the collection.

inverted subject headings—A subject heading with the words transposed, such as POETRY, AMERICAN.

IRA—International Reading Association.

ISBN—International Standard Book Number. A unique 10 digit number assigned to and identifying each edition of a book so that each ISBN is unique to a title, edition of a book, or monographic publication published or produced by a specific publisher or producer. The first number tells the place of publication (U.S. and United Kingdom are 0; France 2, Germany 3, etc.); second group is the publisher's number (e.g. Scholastic is 590); next identified the edition; last digit is a secret "check digit"

ISSN—International Standard Serial Number. A unique number assigned to and identifying each title of a serial (periodical, magazine, journal). The accepted code for identifying serial titles. The number is 8 digits printed as two groups of four digits separated by a hyphen.

issue—A single part of a periodical or newspaper, individually numbered and dated.

job description—Information about a position which includes the job title, duties and responsibilities, requirements, and minimum qualifications.

jobber—A wholesaler.

journal, periodical, magazine—These terms are used somewhat interchangeable for a publication issued on a (usually) regular basis. Periodical is a generic term meaning that the publication is issued at intervals. Magazine implies that it is made up of various parts and is usually used for popular or general publications. Journal is used more often with publications related to a special area and of a more scholarly nature. Serial is another term that also refers to publications issued in succession. The term serial also includes newspapers and annual volumes.

journal—Interchangeable with *magazine* though the more scholarly ones are usually called journals

Kardex—A metal cabinet of shallow drawers that hold cards for checking-in materials that are received in successive parts.

keyword search—A search on computer or print index using just the main word or words.

keyword—The main word or words. Prepositions (for, of, and, etc.) and articles (the, a, an) are ignored in keyword searching.

lamination—A process of adhering a special transparent protective film to the image surface of a piece of two-dimensional material; usually involves some type of acetate, vinyl, or mylar film with adhesive coating on one side; may be applied by either a cold process or heat process and by hand or by machine.

LAN—Local area network; refers to a network of computers usually configured to access a choice of databases at the same time. A LAN will sometimes have a 'tower' or 'stack' of CD-ROM discs (up to 14) with 5-10 computers for access. LANs are generally in the same building, but may be in different locations.

LaserCat—The CD-ROM form of the Western Library Network (WLN) database. It contains the titles of books and periodicals of member libraries in seven western states and Canada. Searching can be done alphabetically (browse) or keyword for authors, titles, and subjects. Special settings on *LaserCat* allow it to be profiled to limit searches in certain ways or to search by special features, such as the item's International Standard Book Number (ISBN) or International Standard Serial Number (ISSN).

Laura Ingalls Wilder Award—A medal presented every three years to an author or illustrator whose books, published in the United States, have, over a period of years, made a substantial and lasting contribution to children's literature.

LC--Library of Congress.

librarian—Person in charge of a library; in villages this may be an untrained person responsible for a small library, in larger communities a paraprofessional with a certain level of training and proficiency, or in larger cities a professional librarian with a degree such as a Masters in Librarianship or Masters in Library and Information Science

Library Bill of Rights—A philosophy developed by the American Library Association, and adopted by other libraries, affirming libraries as a source of information and ideas and ensuring freedom of access to materials and services without discrimination.

Library of Congress Classification—A subject classification system using an alphanumeric (alphabet letters and numbers) notation system.

LINK—Library Information NetworK. An organization of Anchorage libraries.

literature search—A general term used to refer to a systematic search of any topic through various formats of information (such as journals, newspapers, books, government documents, and other special collections) using indexes, online catalogs, and other tools for locating references; loosely to mean looking for information.

local history—History of the community or the area.

magazine—The term used for a popular periodical. See also Journal.

manual—A compact book or handbook that serves as a guide for doing something.

Margaret Edwards Award—An award given to an author whose book or books, over a period of time, have been accepted by young adults as an authentic voice that continues to illuminate their experiences and emotions, giving insight into their lives. Presented by the Young Adult Library Services Division of ALA.

microfiche reader--A machine which enlarges miniaturized information so that it can be read.

microfiche—A 4" x 6" sheet of film that can hold many pages of text with a micropicture of the pages of a work; sometimes called fiche. (Pronounced FEE CH).

microfilm—A reel of transparent film with a micropicture of the pages of a work. Often used for newspapers and periodical back- issues. Usually 32 mm wide.

microform—A general term applied to all forms of microreproduction on film or paper, e.g., microfilm or microfiche. A 'generic' term for miniaturized picture of pages of books, journals, newspapers, and so on that require special equipment for reading. Microfilm and microfiche are types of microforms.

mission statement—Written description telling why the library exists.

modem—Acronym for Modulator/Demodulator. A device used to convert computer data for transmission across telephone lines. The modem at the other end reverses the process.

monograph—An item complete in one part such as a book.

mounting. *See* **dry mounting.**

Newbery Medal. An award by the American Library Association to recognize the author of the most distinguished contribution to children's literature published in the United States during the previous year. Named for John Newbery (1713-1767) who was the first English publisher and bookseller for children's literature.

newsletter—A serial consisting of one or a few printed sheets containing news or information of interest chiefly to a special group.

newspaper editions—Some newspapers, such as the

New York Times, have different editions of the same paper. The citation will include reference to the edition.

nonprint material—Materials that are not books or other printed matter, but may be computer, microform, or audiovisual items.

notation—Symbols, such as letters and numbers, used to represent information, for example, the call number of a book.

NT—Narrower topic or term; more specific.

objectives—Desired specific, short-range, and measurable results to be achieved in a specified period of time.

obsolete—No longer useful; no longer used.

on-line system—Information stored in a computer accessible through terminals using computer or telephone lines.

online catalog—A computer terminal directly connected to the database of library holdings. Library public access terminals are often called OPACs or Online Public Access Catalogs.

OP—Out of print.

opaque projector—A projector that projects flat, opaque objects including pictures, maps, books.

open meetings—A state law requiring that agencies and associations providing services to the public conduct its actions and deliberations openly on the premise that it is the people's right to know and to remain informed. (AS44.62.310)

optical disc—A storage devise that uses lasers to code information for high-density storage; a CD-ROM disc.

oral history—An aural record, or the transcript of an aural record, originally recorded on a magnetic medium, and the result of a planned oral interview.

OS—Out of stock. The publisher has run out but may have it later

out-of-print—An item that is no longer available from the publisher.

outdated—No longer current.

output measures—Methods and statistics to evaluate the effectiveness of services delivered by the library, developed by the Public Library Association, a part of the American Library Association.

overhead projectors—A piece of equipment used to project transparent materials, usually 8 1/2" x 11".

oversize—A book or other material that is too large to fit in a standard-sized bookshelf.

paraprofessional—A person with some level of training and proficiency in library operations.

pathfinder—A guide arranged in search-strategy order indicating various types of library resources

periodical—A regularly published work; one that is issued periodically at regular intervals such as weekly, monthly, quarterly. The terms periodical and magazine are often used interchangeable

periodical volume—A volume is composed of an arbitrary number of issues of a magazine or journal, often the issues of one calendar year.

photocopy—A reproduction, usually on paper.

plagiarism—The failure to give credit for the language, thoughts, or ideas of another person, but instead using them as one's own.

plot—The main story of a literary work

PNLA--Pacific Northwest Library Association, an organization of librarians in Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, and Washington which encourages the growth and development of libraries of all types in the northwest, and the continuing education of librarians.

policy—An plan or series of guidelines, preferably written, which delineate acceptable practices and actions for a wide range of activities such as circulation, information service, gifts, collection development, and cataloging. The policy manual is a compilation of the policies adopted.

primary sources—Materials that have not been interpreted by another person.

Princeton file—A box with the back, top, and lower portion of the front unenclosed, used for holding pamphlets and other material unbound or in paper covers.

procedure—An administrative plan, either written or formalized by practice, which establishes the acceptable sequence of steps, actions, and methods for accomplishing a narrowly defined task in an efficient and effective manner.

program—An event planned by library personnel which provides information, entertainment, or introduces attendees to library materials and services.

pseudonym—A fictitious name. A pseudonymous work is one published under a name other than the author's real one.

readers' advisory assistance—Guidance by library staff in the selection and/or utilization of library materials.

realia—Actual items such as specimens, models, and other real items.

reconsideration of materials—A form and series of actions to respond to a complaint about library material made by a library user.

REF—A designation used to indicate that an item is classed as reference material, may be shelved in a special place, and does not circulate.

regional research library—The major library in a geographical region, whose breadth and depth of collection can support scholarly research (These are the Rasmuson Library of the University of Alaska, Fairbanks, the University of Alaska Anchorage Library, and the Alaska State Library).

remainder—The unsold copies of a book which the publisher disposes of as a lot to a distributor who will offer them for sale at a reduced price.

reprint—For vertical files: A separately issued article, chapter, or other portion of a previously published larger work, usually a reproduction of the original but sometimes made from a new setting of type. Compare with offprint.

reserve—Items placed on restricted circulation status, usually by request of a teacher

resource sharing agreements—A cooperative arrangement between libraries establishing the rules and the extent to which users of one library can use the collection and services of another library.

roundtable—An interest group with the library professional groups such as the Public Libraries Roundtable of the Alaska Library Association or the International Roundtable of the American Library Association.

RT—Related topic or term; a synonym.

SA—See also; a reference that refers you to another term or heading for additional information.

SASE—Self-addressed, stamped envelope.

scope note—A description of what is included. (Sitter LS) A note that explains the use of the term. Scope notes are found in subject heading lists and classification systems to explain how the term relates to related subjects.

search-type box—A *LaserCat* selection of six options to search, including browse or keyword for author, title, or subjects.

secondary sources—Materials reported, analyzed, or interpreted by other persons.

see also—A direction that refers you to another heading to use to obtain additional information.

see—A direction that refers you to another heading to use to obtain the information you are seeking.

selection policy—The principles and practices guiding the choice of library materials to add to the collection.

semiannual—Twice a year.

semimonthly—Twice a month.

semiweekly—Twice a week.

serial—A publication issued in successive parts with numbers or dates indicated and intended to be continued indefinitely. Examples: periodicals and newspapers. A term for publications that are issued in successive parts and consecutively numbered. They may be issued at regular or irregular intervals. The term includes periodicals; newspapers; annuals; and proceedings, transactions, and memoirs of associations. See also periodical.

serial shelving—Shelving in sequence or in order of publication.

series—Publications issued in order and connected in some way. A group of separate items related to one another by the fact that each, in addition to its own title, shares a collective title applying to the group as a whole.

shelf list—Records for materials in the library arranged in the order in which the materials sit on the shelf. Generally a card file with one card for each title.

shelf reading—Checking the order of books on the shelf.

SLED (Statewide Library Electronic Doorway)—An easy to use World Wide Web system that connects people to library, government, local community and Internet information resources. Began in 1994.

sleeve—A protective envelope sometimes called a jacket.

SN—Scope note; a description of what is included.

software—1. The computer programs, routines, procedures, and other documentation associated with operating a computer system. 2. Audiovisual materials, such as motion picture films, slides, and video recordings, that require the use of audiovisual equipment for projection or playback. (ALA)

spine—The backbone of a book; the part of the book that faces the reader as the book stands on the shelf

stacks—Shelves of books throughout the library.

standards—Criteria adopted nationally, regionally or at a state level to ensure quality control; concerned with results.

standing order—An order to a vendor for all publications of a certain series of publication or type of publication as they are published.

subdivision—A part of the whole; one aspect of the broader subject.

subject heading—A standard term or phrase used to describe the subject content of a work.

An access point to a bibliographic record, consisting of a word or phrase which designates the subject of the work(s) contained in the bibliographic item.

subscription—An arrangement with a vendor for supplying a periodical, newspaper, or other serial for a specific number of issues.

substantive literature—Material that has been carefully researched and usually submitted by the author to a panel of peers for review; this process helps to eliminate unsubstantiated claims and minimize personal opinion.

SuDocs (Superintendent of Documents) number—The Superintendent of Documents number assigned by the Government Printing Office for each individual document. The number indicates the issuing agency, office, series, etc. Some libraries organize their documents by the SuDocs number. The number is assigned to a government document through the classification system of the U.S. Superintendent of Documents. Government publications that do not have a SuDocs number are most likely issued directly by the agency and not through the Superintendent of Documents.

Tattle Tape—The detection strip to mark materials when using a 3-M security system.

technical services—Work performed on library materials to make them available for patron use; includes cataloging, classifying, and processing of materials.

thesaurus—(1) A book of synonyms and antonyms; (2) a categorized index of terms for use in informational retrieval.

tickler file—A memorandum file of matters (inquiries, requests, forthcoming publications, etc.) to be followed up at a later date.

time lines—A chronological list of events.

topical guides—Bibliographic guides that arrange in search-strategy order the various types of library resources available for doing a literature search on particular topics. Synonymous with pathfinders.

tracing—A record of the references made to a work.

serial shelving—Shelving in sequence or in order of publication.

series—Publications issued in order and connected in some way. A group of separate items related to one another by the fact that each, in addition to its own title, shares a collective title applying to the group as a whole.

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tracing—A record of the references made to a work.

UF—Use for; a reference from a topic or term that is used to a topic or term that is not used. This code is used in the *Library of Congress Subject Headings* list as well as in other printed thesaurus. For example, 'Horses Use for Horse'.

unabridged—Full length; not shortened or cut in length.

union catalog—United; a catalog containing all kinds of entries. A union catalog might be a listing of all serials held by natural resources libraries in the Anchorage area. Another example is *Gnosis* or *LaserCat,* both of which are union catalogs listing the holdings of participating or member libraries

universal biographical source—A universal biography is not limited by time or kind of person included.

use for—See UF.

use—See UF

vendor—A company or its representative which sells products or services.

verso—The back or reverse; such as the verso of the title page.

vertical file—Folders or files of materials, such as pamphlets, maps, pictures and other small items, that are usually arranged by subject and stored vertically in file cabinets 1. A collection of materials such as pamphlets, clippings, and pictures, which because of their shape and often their ephemeral nature, are filed vertically in drawers for easy reference. 2. A case of drawers in which materials may be filed vertically.

videodisc; video disk—A video recording on a disc, usually plastic. The videodisc can be played back to reproduce pictures and sound, using a television receiver or monitor and a playback device similar to an audiodisc player. Synonymous with optical disc. (ALA)

visible index—1. A filing unit containing a series of metal frames, panels, or flat trays fitted with pockets for holding card records. The pockets are so arranged that approximately one-fourth inch of each card, which contains the index entry, is exposed. The units come in a variety of designs and configurations. Synonymous with visible file. 2. The collective records kept in such a file, mostly serial records and holdings information. See also **Kardex.**

weeding—The removal of unwanted items; items are usually weeded because they are old, worn, unused, out-of-date or unsuitable. Weeding is based on content, age, need, use, and condition.

WLN—The Western Library Network is a computerized system of services linking member libraries and their resources throughout the Pacific Northwest and Canada.

yearbook—A book published annually; often summarizes activities or events of a year

young adults—Persons between childhood and adulthood, approximately between thirteen and eighteen years of age, and in eighth through twelfth grades.

Young Readers Choice Award—The oldest children's choice award in the United States. Established in 1940 to promote reading enjoyment. Presented by the Pacific Northwest Library Association; includes U.S. and Canada.

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ALA Glossary of Library and Information Science. Chicago: American Library Association, 1983

Soper, Mary Ellen. *The Librarian's Thesaurus.* Chicago: American Library Association, 1990.

Kolb, Audrey. *A Manual for Small Libraries in Alaska.* 2nd ed. Juneau, Alaska State Library, 1992.

Sitter, Clara L. *The Vertical File and its Alternatives,* Englewood, Colorado: Libraries Unlimited, 1992.

Weiner, Richard. *Webster's New World Dictionary of Media and Communications.* New York: Webster's New World, 1990.

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Enriching Education; Providing Information Power for Alabama Students. Montgomery: Alabama State Department of Education, 1992.

Alaska

Handbook for Alaska K-12 School Libraries. Clara Sitter and Della Matthis. Alaska State Library, 1995.

Colorado

Colorado Information Power; Guidelines for School Library Media Programs. Denver: Colorado Department of Education, 1989. 80p.

A Model Evaluation Form for School Library Media Specialists. Denver: Colorado State Library and Adult Education Office, 1991. A cooperative project of Colorado Educational Media Association; Colorado Library Association; and the Colorado Department of Education, State Library and Adult Ed. Office. 10p.

Connecticut

Learning Resources & Technology; A Guide to Program Development. Connecticut: State Board of Education, 1991. 86p.

Georgia

Media Specialist Handbook. [Atlanta]: Georgia Department of Education, Division of Curriculum and Instruction, 1992. 1 v.

Idaho

Managing School Libraries in Elementary and Secondary Schools. Rudy Leverett, Coordinator. Boise, Idaho: State Department of Education, 1992. 129p.

Indiana

Survival Manual for Indiana School Media Personnel; a Quick Reference to School Library Media Related Information. Indiana Department of Education.

Iowa

Plan for Progress in the Library Media Center PK-12; a Guide to Planning for School Library Media Programs and for District, AEAMC, and other Support of Those Programs. Des Moines, Iowa: Iowa Department of Education, 1992. 96p. (A revision of four volumes of *The Plan for Progress in the Media Center Series.)*

Weeding the Library Media Center Collections. Betty Jo Buckingham. Des Moines, Iowa, Department of Public Instruction, 1984. 22p.

Kansas

Guidelines for K-12 Learner Outcomes Library Media Kansas School Library Media Programs. Topeka: Kansas State Board of Ed, 1990. [24p.]

Nebraska Guide for Developing and Evaluating School Library Media Programs. revision. due 1994.

Maryland

Building Library Media Collections Series. Baltimore: Maryland State Board of Education.

Analysis of Client Groups. no date. 5p.

Bibliography: Selection Sources. no date. 77p.

Black Studies: A Bibliography. no date. 4p.

Intellectual Freedom. no date. 7 p.

Role of the Evaluation in the Library Media Collection Development Process. no date. 6p.

Selection and Evaluation of Resources: A Bibliography. 1989. 23p.

Weeding: Reassessment of Library Media Collections. no date 3p.

Certification Requirements for Educational Media Personnel. [Baltimore] Maryland DOE, 1992. [13p.]

Guidelines for Developing Library Media Manuals. Baltimore: Maryland State Department of Education, no date. 2 p.

Learning Outcomes in Library Media Skills. [Baltimore: Maryland State Department of Education, no date] 25p. about 1992

The Library Media Program; A Maryland Curricular Framework. Baltimore: Maryland State Department of Education, no date. 45p. about 1991

Standards for School Library Media Programs in Maryland. Baltimore: Maryland State Department of Education, no date. 22p.

Minnesota

Classroom Instructional Design; Tools for Teacher/Media Specialist Interaction. St. Paul, State of Minnesota, Department of Education, 1990. 47p.

Missouri

Learning Resources; A Guide for Learning Resources and Services. out of print.

Montana

Montana Library and Information Skills Model Curriculum Guide. Helena, Montana: Office of Public Instruction, 1993. 102p.

New Hampshire

Information Skills. Concord: New Hampshire Department of Education, 1992. 17p.

Maintaining Library Media Center Collections. [Concord, State of New Hampshire, Department of Education, no date.] 5p.

Planning School Library Media Center Facilities for New Hampshire and Vermont. Concord: State of New Hampshire, Department of Education and Montpelier: State of Vermont, DOE, 1989. 46p.

New Jersey

Guidelines for School Library Media Programs in New Jersey: A Planning Tool. Trenton, New Jersey: New Jersey State Library, 1992. 92p.

New Mexico

Student Library/Media Competencies. New Mexico Department of Education, 1987. chart.

North Carolina

Learning Connections: Guidelines for Media and Technology Programs. [Raleigh]: North Carolina Department of Public Instruction, 1992. 168p. +

North Dakota

Guidelines for North Dakota School Library Media Centers. Out of print.

Ohio

INFOhio 2000; Information Programs for the 21st Century. Ohio Educational Library/Media Association and the Ohio DOE. no date. 28p.

Oklahoma

Library Media Programs in Oklahoma; Guidelines for Excellence. Oklahoma City: Oklahoma State Department of Education, 1991. 60p. +

Procedures Manual for School Library Media Centers. Oklahoma City, Oklahoma State Department of Education, Curriculum Services, 1986. 263p.

Standard VII; The Media Program. Oklahoma State Department of Education, March 1994. pp. 71-80.

Suggested Learner Outcomes; Grades K-12. Oklahoma City: State DOE, 1987. 80p.

Oregon

Library Information Skills Guide for Oregon Schools K-12. Salem, Oregon: Oregon Department of Education, [1987] 14p.

Pennsylvania

Pennsylvania Guidelines for School Library Media Programs. Harrisburg: State Library of Pennsylvania,, 1987. 84p.

Integrating Information-Management Skills: A Process for Incorporating Library Media Skills into Content Areas. Harrisburg: State Library of Pennsylvania, 1990. 66p.

South Dakota

School Library Media Programs: A Resource & Planning Guide for South Dakota Schools. [Pierre: South Dakota State Library, 1989. 214p.

Utah

Utah's School Library Media Programs: Empowering Students to Function Effectively in an Information World. Salt Lake City: Utah State Office of Education, 1991. 49p.

Library Media Core Curriculum Grades K-12; (Elementary and Secondary Core Curriculum Standards) Salt Lake City: Utah State Office of Education, Curriculum Section, 1992. 39p.

Washington

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Wisconsin

Information Literacy: A Position Paper on Information Problem-Solving. Wisconsin Educational Media Association, 1993. 4p.

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Accreditation Standards

Alaska schools are accredited by the Northwest Association of Schools & Colleges[1]. The standards of the agency as they relate to school libraries (school instructional media centers) are listed below. These standards, which are revised periodically (the standards below were published in 1994) can be used along with other national (see entry under *Information Power*/I-1), and state (see entry under *Alaska Standards for School Library Media Programs* /A-3) documents to serve as guidelines for Alaska school libraries.

Section A — High Schools

Standard IV — Library Media Program

MISSION STATEMENT
The mission of the school library media program is to ensure that students and staff are effective, independent users of ideas and information for lifelong learning.

STUDENT LEARNING OUTCOMES

a. Students will demonstrate the ability to locate and use materials and equipment.

b. Students will demonstrate the ability to select, retrieve, review, evaluate, and manage print and non-print media for an identified information need.

c. Students will demonstrate the ability to learn and apply study, research, reference, and critical thinking skills to organize information.

d. Students will demonstrate the ability to select and use books and other media as sources of enrichment and recreation.

e. Students will demonstrate the ability to create print and non-print media.

A. Use of Center
The development of a good library media center and its proper use are essential to an effective program. The center **shall** be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours. It is recommended that it be open evenings when feasible.

Continuous instruction in the use of the center **shall** be provided for students and staff. The library media specialist teaches skills necessary to accomplish established learner outcomes to students and staff. Joint planning **shall** be done between the library media specialist and teachers to encourage the use of the library media center resources in daily class activities.

B. Staffing
The center **shall** be under the direction of a certificated library media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other library materials. Close cooperation between the teaching staff and the library media specialist is essential to the administration of a good center.

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[1] For more information: Commission on Schools, Northwest Association of Schools & Colleges, Boise State University, 1910 University Drive, Boise, ID 83725.

The following chart gives the library media specialist requirements which **shall** be observed. The first full-time person, or fraction thereof, **shall** be a certified library media center specialist; additional people may be clerical or technical.

Full-time Equivalency Media Specialists and Other Center Personnel	School Enrollment
1/4 time	Up to 125
1/2	126-250
1	251-500
1 1/2	501-750
2	751-1,000
2 1/2	1,001-1,250
3	Over 1,250

Schools with an enrollment larger than 1250 students **shall** provide library media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students.

Schools **shall** have a minimum of two hours per day of library media center time available to students, staff, and others. Schools should try to keep the library open under professional supervision as long as possible.

C. Facilities

The facilities and space, of the center **shall** be adequate for the number of students and **shall** be attractively arranged.

1. The library media facility **shall** be attractive, organized, comfortable, well-maintained, well-lighted, and fitted with suitable furniture. The library media center **shall** provide space which is readily available for the following various activities:

    a. Large group instruction

    b. Small group instruction

    c. Individual study

    d. Library shelving

    e. Reading and study area

    f. Office for library media specialist

    g. Storage areas for equipment, audiovisual materials, and periodicals

    h. Conference area

    i. Viewing, listening, and recording area

    j. Student and faculty production area

    k. Professional collection area

2. Electrical power and communication links including a phone line **shall** be provided in the library media center for multimedia information access.

D. Equipment

1. Adequate technological equipment **shall** be provided for effective information retrieval and production such as:

   a. Recorders/projectors

   b. Players

   c. Cameras

   d. Laser technology

   e. Computers

   f. Integrated work stations

2. The library media center **shall** have a retrieval and inventory control procedure for equipment.

3. The library media center **shall** have a computer for use in organizing, locating, and managing materials and equipment.

4. Regular inspection, repair, and replacement of equipment **shall** be provided.

E. Collection
The media center **shall** provide materials which directly support school goals, curriculum, staff development, and professional needs.

1. Every item of permanent value, print and non-print, exclusive of individual classroom materials, **shall** be catalogued in the library media center.

2. An inventory of all materials **shall** be maintained.

3. Access to the collection **shall** be through an integrated catalog.

4. Resources **shall** be provided to assure regular inspection, repair, and replacement of materials.

5. A written selection policy, including a challenged materials statement, **shall** be adopted and reviewed periodically. This policy will be used to continuously evaluate the collection and to assure balance, relevancy, and currency.

6. New material selection **shall** be a collaborative effort of students and staff using the selection criteria and recognized selection guidelines.

7. The minimum number of volumes, exclusive of government documents and textbooks, required in schools of various enrollments **shall** be as follows:

   a. 200 or fewer students....2500 minimum

   b. Over 200 students.........10 volumes per student, up to 12,500

Note: A variance of 20% shall be allowed for schools supplementing their collection with equivalent volumes using electronic access and/or microfiche.

8. Periodicals and Newspapers
   a. The distribution of periodicals **shall** be such that all departments in the school will be served. Proper storage and filing space **shall** be provided for current and back copies of periodicals. All periodicals **shall** be selected from recognized indexing sources.

b. In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments is as follows:

(1). 200 or fewer	30 periodicals
(2). Over 200	30 periodicals plus one (1) for each hundred students.

c. A list of all available periodicals and newspapers **shall** be submitted with the Annual Report upon request of the State Accreditation Committee.

Note: A variance of 20% shall be allowed for schools supplementing their collection with electronic access and/or microfiche.

9. The library media center **shall** provide access to current technology; e.g., electronic encyclopedias, external data bases, laser disks/interactive technology, and on-line news banks.

F. Budget

The minimum annual expenditure for print and non-print media for various enrollments **shall** be $2000.00 plus $5.00 per pupil.

G. Alternative Resources

A school which meets the Library Media Standards by offering services through the uses of resources beyond the school itself **shall** specify such resources meet the standards.

Standard VII — Preparation of Professional Personnel

Principle:

The quality of education is directly related to the personnel qho guide and operate the educational programs. The education, experience, and competence of personnel are important factors. How these individuals work together to provide a cohesive and positive learning environment is also important.

A. Preparation of Professional Personnel

1. Professional Personnel shall be in compliance with the certification requirements of the state in which the school is located. The State Accreditation Committee has the authority to approve exceptions.

An additional guide for the training of library media center specialists ... follows:

a. The minumum professional training for professional library media specialists shall reflect course work in each of the following areas:
  (1) Organization and administration of the library media center
  (2) Cataloging and classification of all types of meterials
  (3) Selection and utilization of print and non-print materials
  (4) Local production of audiovisual materials
  (5) Reference materials

b. The training of library media specialists and other personnel should identify the ways in whcih they have been prepared to use computers.

Section B — Middle Level Schools

Standard IV — Library Media Program

MISSION STATEMENT
The mission of the school library media program is to ensure that students and staff are effective, independent users of ideas and information for lifelong learning.

STUDENT LEARNING OUTCOMES

a. Students will demonstrate the ability to locate and use materials and equipment.

b. Students will demonstrate the ability to select, retrieve, review, evaluate, and manage print and non-print media for an identified information need.

c. Students will demonstrate the ability to learn and apply study, research, reference, and critical thinking skills to organize information.

d. Students will demonstrate the ability to select and use books and other media as sources of enrichment and recreation.

e. Students will demonstrate the ability to create print and non-print media.

A. Use of Center
The development of a good library media center and its proper use are essential to an effective program. The center **shall** be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours. It is recommended that it be open evenings when feasible.

Continuous instruction in the use of the center **shall** be provided for students and staff. The library media specialist teaches skills necessary to accomplish established learner outcomes to students and staff. Joint planning **shall** be done between the library media specialist and teachers to encourage the use of the library media center resources in daily class activities.

B. Staffing
The center **shall** be under the direction of a certificated library media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other library materials. Close cooperation between the teaching staff and the library media specialist is essential to the administration of a good center.

The following chart gives the library media specialist requirements which **shall** be observed. The first full-time person, or fraction thereof, **shall** be a certified library media center specialist; additional people may be clerical or technical.

Full-time Equivalency Media Specialists and Other Center Personnel	School Enrollment
1/4 time	Up to 125
1/2	126-250
1	251-750
1 1/2	751-1000
2	1,001-1,250
3	Over 1,250

Schools with an enrollment larger than 1250 students **shall** provide library media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students.

No school **shall** have less than two hours per day of library media center time available to students, staff, and others. Schools should try to keep the library open under professional supervision as long as possible.

C. Facilities

1. The library media facility **shall** be attractive, organized, comfortable, well-maintained, well-lighted, and fitted with suitable furniture. The library media center **shall** provide space which is readily available for various activities, such as:

   a. Large group instruction

   b. Small group instruction

   c. Individual study

   d. Library shelving

   e. Reading and study area

   f. Office for library media specialist

   g. Storage areas for equipment, audiovisual materials, and periodicals

   h. Conference area

   i. Viewing, listening, and recording area

   j. Student and faculty production area

   k. Professional collection area

The facilities and space of the center **shall** be adequate for the number of students and **shall** be attractively arranged.

2. Electrical power and communication links including a phone line **shall** be provided in the library media center for multimedia information access.

D. Equipment

1. Adequate technological equipment **shall** be provided for effective information retrieval and production such as:

   a. Recorders/projectors

   b. Players

   c. Cameras

   d. Laser technology

   e. Computers

   f. Integrated work stations

2. The library media center **shall** have a retrieval and inventory control procedure for

equipment.

3. The library media center **shall** have a computer for use in organizing, locating, and managing materials and equipment.

4. Regular inspection, repair, and replacement of equipment **shall** be provided.

E. Collection
The media center **shall** provide materials which directly support school goals, curriculum, staff development, and professional needs.

1. Every item of permanent value, print and non-print, exclusive of individual classroom materials, **shall** be catalogued in the library media center.

2. An inventory of all materials **shall** be maintained.

3. Access to the collection **shall** be through an integrated catalog.

4. Resources **shall** be provided to assure regular inspection, repair, and replacement of materials.

5. A written selection policy, including a challenged materials statement, **shall** be adopted and reviewed periodically. This policy will be used to continuously evaluate the collection and to assure balance, relevancy, and currency.

6. New material selection **shall** be a collaborative effort of students and staff using the selection criteria and recognized selection guidelines.

7. The minimum number of volumes, exclusive of government documents and textbooks, required in schools of various enrollments **shall** be as follows:

   a. 200 or fewer students....2500 minimum

   b. Over 200 students.........10 volumes per student, up to 12,500

Note: A variance of 20% shall be allowed for schools supplementing their collection with equivalent volumes using electronic access and/or microfiche.

8. Periodicals and Newspapers
   The distribution of periodicals **shall** be such that all departments in the school will be served. Proper storage and filing space **shall** be provided for current and back copies of periodicals. All periodicals **shall** be selected from recognized indexing sources.

   In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments is as follows:

(a). 200 or fewer	30 periodicals
(b). Over 200	30 periodicals plus one (1) for each hundred students* *20% duplication permitted

   A list of all available periodicals and newspapers **shall** be submitted with the Annual Report upon request of the State Accreditation Committee.

Note: A variance of 20% shall_ be allowed for schools supplementing their collection with electronic access and/or microfiche.

9. The library media center **shall** provide access to current technology; e.g., electronic encyclopedias, external data bases, laser disks/interactive laser disks, and on-line news banks.

F. Budget
The minimum annual expenditure for print and non-print media for various enrollments **shall** be $2000.00 plus $5.00 per pupil.

G. Alternative Resources
A school which meets the Library Media Standards by offering services through the uses of resources beyond the school itself **shall** specify such resources and describe how these resources meet the standards.

Standard VII — Preparation of Professional Personnel

Principle:
The quality of education is directly related to the personnel qho guide and operate the educational programs. The education, experience, and competence of personnel are important factors. How these individuals work together to provide a cohesive and positive learning environment is also important.

A. Preparation of Professional Personnel
1. Professional Personnel shall be in compliance with the certification requirements of the state in which the school is located. The State Accreditation Committee has the authority to approve exceptions.

An additional guide for the training of library media center specialists ... follows:

a. The minumum professional training for professional library media specialists shall reflect course work in each of the following areas:
    (1) Organization and administration of the library media center
    (2) Cataloging and classification of all types of meterials
    (3) Selection and utilization of print and non-print materials
    (4) Local production of audiovisual materials
    (5) Reference materials
b. The training of library media specialists and other personnel should identify the ways in whcih they have been prepared to use computers.

Section C — Elementary Schools

Standard IV — Library Media Program

MISSION STATEMENT
The mission of the elementary school library media program is to ensure that developmentally appropriate learning activities are provided that will enable students and staff to become effective, independent users of ideas and information for lifelong learning.

STUDENT LEARNING OUTCOMES

a. Students will demonstrate the ability to locate and use materials and equipment.

b. Students will demonstrate the ability to select, retrieve, review, evaluate, and manage print and non-print media for an identified information need.

c. Students will demonstrate the ability to learn and apply study, research, reference, and critical thinking skills to organize information.

d. Students will demonstrate the ability to select and use books and other media as sources of enrichment and recreation.

e. Students will demonstrate the ability to create print and non-print media.

A. Use of Center

The development of a good elementary school library media center and its proper use are essential to an effective program. The center **shall** be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours.

Continuous instruction in the use of the center **shall** be provided for students and staff. The library media specialist teaches skills necessary to accomplish established learner outcomes to students and staff. Joint planning **shall** be done between the library media specialist and teachers to encourage the use of the library media center resources in daily class activities.

B. Staffing

The center **shall** be under the direction of a certificated library media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other library materials. Close cooperation between the teaching staff and the library media specialist is essential to the administration of a good center.

The following chart gives the library media specialist requirements which **shall** be observed. It is recommended that the first full-time person, or fraction thereof, **shall** be a certificated library media center specialist; additional people may be clerical or technical. In those situations where a certified media person is unavailable, clerical and technical staff **shall** be supervised by a certified media specialist.

Minimum Number of Center Personnel	School Enrollment
1/4 time	Up to 125
1/2	126-250
1	251-500
1 1/2	501-750
2	751-1,000

No school **shall** have less than two hours per day of library media center time available to students, staff, and others. Schools should try to keep the library open under professional supervision as long as possible.

C. Facilities

1. The library media facility **shall** be attractive, organized, comfortable, well-maintained, well-lighted, and fitted with suitable furniture. The library media center **shall** provide space which is readily available for various activities, such as:

   a. Large group instruction

   b. Small group instruction

   c. Individual study

   d. Library shelving

   e. Reading and study area

f. Office for library media specialist

g. Storage areas for equipment, audiovisual materials, and periodicals

h. Conference area

i. Viewing, listening, and recording area

j. Student and faculty production area

k. Professional collection area

2. Electrical power and communication links including a phone line **shall** be provided in the library media center for multimedia information access.

D. Equipment

1. Adequate technological equipment **shall** be provided for effective information retrieval and production such as:

    a. Recorders/projectors

    b. Players

    c. Cameras

    d. Laser technology

    e. Computers

    f. Integrated work stations

2. The library media center **shall** have a retrieval and inventory control procedure for equipment.

3. The library media center **shall** have a computer for use in organizing, locating, and managing materials and equipment.

4. Regular inspection, repair, and replacement of equipment **shall** be provided.

E. Collection

The media center **shall** provide materials which directly support school goals, curriculum, staff development, and professional needs.

1. Every item of permanent value, print and non-print, exclusive of individual classroom materials, **shall** be catalogued in the library media center.

2. An inventory of all materials **shall** be maintained.

3. Access to the collection **shall** be through an integrated catalog.

4. Resources **shall** be provided to assure regular inspection, repair, and replacement of materials.

5. A written selection policy, including a challenged materials statement, **shall** be adopted and reviewed periodically. This policy will be used to continuously evaluate the collection and to assure balance, relevancy, and currency.

6. New material selection **shall** be a collaborative effort of students and staff using the selection criteria and recognized selection guidelines.

7. The minimum number of volumes, exclusive of government documents and textbooks, required in schools of various enrollments **shall** be as follows:

    15 books per child or 2,000 books, whichever is greater, except in schools under 100 students, then 15 books per child is the standard.

Note: A variance of 20% shall be allowed for schools supplementing their collection with equivalent volumes using electronic access and/or microfiche.

8. In kindergarten and early childhood centers serving children under age six, no central library media center or library media specialist is required. However, each classroom shall have a collection of 15 books per child. These books shall be appropriate to the various developmental stages, with picture books predominating, and shall cover a variety of topics, including nature, real life experiences, fantasy, mechanical subjects, and art.

9. Periodicals and Newspapers

    The distribution of periodicals **shall** be such that all departments, grades and classrooms in the school will be served. Proper storage and filing space **shall** be provided for current and back copies of periodicals. All periodicals **shall** be selected from recognized indexing sources.

    In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments is as follows:

(1). 200 or fewer	20 periodicals
(2). Over 200	20 periodicals plus one (1) for each hundred students* *20% duplication permitted

A list of all available periodicals and newspapers **shall** be submitted with the Annual Report upon request of the State Accreditation Committee.

Note: A variance of 20% shall be allowed for schools supplementing their collection with electronic access and/or microfiche.

9. The library media center **shall** provide access to current technology; e.g., electronic encyclopedias, external data bases, laser disks/interactive laser disks, and on-line news banks.

F. Budget

The minimum annual expenditure for print and non-print media for various enrollments **shall** be as follows:

1. 50 or fewer ... $350
2. 51-100 ....$750
3. 101-200 ....$1250
4. over 200 ....$2000.00 plus $5.00 per pupil.

G. Alternative Resources

A school which meets the Library Media Standards by offering services through the uses of resources beyond the school itself **shall** specify such resources and describe how these resources meet the standards.

Standard VII — Preparation of Professional Personnel

Principle:
The quality of education is directly related to the personnel qho guide and operate the educational programs. The education, experience, and competence of personnel are important factors. How these individuals work together to provide a cohesive and positive learning environment is also important.

A. Preparation of Professional Personnel

1. Each member of the school's instructional staff **shall** have earned at least a bachelors degree from an accredited institution. They **shall** have earned a minimum of 24 quarter hours or a college major from an accreited institution at the grade level or in the area at which they work or **shall** have a valid certificate for the grades, levels, or areas in which they work. Each individual **shall** have earned a minimum of 12 semester hours or 18 quarter hours in professional education courses appropriate to the area of assignment.
2. Provision should be made for non-professional and/or paraprofessional assistance for teachers and children as needed to assure realization of the school's purposes. These persons **shall** be carefully selected and suitable for working with young children. When such provision is made the following requirements **shall** be observed:

   a. Paraprofessionals providing enriching experiences for students, such as a lay person with a college degree who has a special competence but does not hold a valid state certificate, **shall** be under the direct supervisionof the classroom teacher at all times.
   b. Paraprofessionals helping with the classroom instructional program **shall** be under the direct supervision of the teacher and shall have at least a high school diploma or recognized equivalent.
   c. Teacher helpers shall perform housekeeping tasks, clerical tasks, and other routine school duties and **shall** be under the direct supervision of a certificated staff person.

Section D — K - 12 Schools

Standard IV — Library Media Program

MISSION STATEMENT
The mission of the K-12 school library media program is to ensure that developmentally appropriate learning activities are provided that will enable students and staff to become effective, independent users of ideas and information for lifelong learning.

STUDENT LEARNING OUTCOMES

a. Students will demonstrate the ability to locate and use materials and equipment.

b. Students will demonstrate the ability to select, retrieve, review, evaluate, and manage print and non-print media for an identified information need.

c. Students will demonstrate the ability to learn and apply study, research, reference, and critical thinking skills to organize information.

d. Students will demonstrate the ability to select and use books and other media as sources of enrichment and recreation.

e. Students will demonstrate the ability to create print and non-print media.

A. Use of Center

The development of a good K-12 library media center and its proper use are essential to an effective program. The center **shall** be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours. It is recommended that it be open evenings when feasible.

Continuous instruction in the use of the center **shall** be provided for students and staff. The library media specialist teaches skills necessary to accomplish established learner outcomes to students and staff. Joint planning **shall** be done between the library media specialist and teachers to encourage the use of the library media center resources in daily class activities.

B. Staffing

The center **shall** be under the direction of a certificated library media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other library materials. Close cooperation between the teaching staff and the library media specialist is essential to the administration of a good center.

The following chart gives the library media specialist requirements which **shall** be observed. The first full-time person, or fraction thereof, **shall** be a certificated library media center specialist; any fraction of personnel less than full time may be clerical or technical.

Media Specialists and Other Center Personnel	School Enrollment
1/4 time	Up to 125
1/2	126-250
1	251-500

No school **shall** have less than two hours per day of library media center time available to students, staff, and others. Schools should try to keep the library open under professional supervision as long as possible.

C. Facilities

1. The library media facility **shall** be attractive, organized, comfortable, well-maintained, well-lighted, and fitted with suitable furniture. The library media center **shall** provide space which is readily available for various activities, such as:

   a. Large group instruction

   b. Small group instruction

   c. Individual study

   d. Library shelving

   e. Reading and study area

   f. Office for library media specialist

   g. Storage areas for equipment, audiovisual materials, and periodicals

   h. Conference area

   i. Viewing, listening, and recording area

j. Student and faculty production area

k. Professional collection area

2. Electrical power and communication links including a phone line **shall** be provided in the library media center for multimedia information access.

D. Equipment

1. Adequate technological equipment **shall** be provided for effective information retrieval and production such as:

   a. Recorders/projectors

   b. Players

   c. Cameras

   d. Laser technology

   e. Computers

   f. Integrated work stations

2. The library media center **shall** have a retrieval and inventory control procedure for equipment.

3. The library media center **shall** have a computer for use in organizing, locating, and managing materials and equipment.

4. Regular inspection, repair, and replacement of equipment **shall** be provided.

E. Collection

The media center **shall** provide materials which directly support school goals, curriculum, staff development, and professional needs.

1. Every item of permanent value, print and non-print, exclusive of individual classroom materials, **shall** be catalogued in the library media center.

2. An inventory of all materials **shall** be maintained.

3. Access to the collection **shall** be through an integrated catalog.

4. Resources **shall** be provided to assure regular inspection, repair, and replacement of materials.

5. A written selection policy, including a challenged materials statement, **shall** be adopted and reviewed periodically. This policy will be used to continuously evaluate the collection and to assure balance, relevancy, and currency.

6. New material selection **shall** be a collaborative effort of students and staff using the selection criteria and recognized selection guidelines.

7. The minimum number of volumes, exclusive of government documents and textbooks, required in schools of various enrollments **shall** be as follows:

   15 books per child or 3,000 books, whichever is greater, except in schools under 100 students, then 15 books per child is the standard.

Note: A variance of 20% shall be allowed for schools supplementing their collection with equivalent volumes using electronic access and/or microfiche.

8. Periodicals and Newspapers

The distribution of periodicals **shall** be such that all departments, grades and classrooms in the school will be served. Proper storage and filing space **shall** be provided for current and back copies of periodicals. All periodicals **shall** be selected from recognized indexing sources.

In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments is as follows:

(1). 200 or fewer	30 periodicals
(2). Over 200	30 periodicals plus one (1) for each hundred students*

*20% duplication permitted

A list of all available periodicals and newspapers **shall** be submitted with the Annual Report upon request of the State Accreditation Committee.

Note: A variance of 20% shall be allowed for schools supplementing their collection with electronic access and/or microfiche.

9. The library media center **shall** provide access to current technology; e.g., electronic encyclopedias, external data bases, laser disks/interactive laser disks, and on-line news banks.

F. Budget

The minimum annual expenditure for print and non-print media for various enrollments **shall** be $2000.00 plus $5.00 per pupil.

G. Alternative Resources

A school which meets the Library Media Standards by offering services through the uses of resources beyond the school itself **shall** specify such resources and describe how these resources meet the standards.

Standard VII — Preparation of Professional Personnel

Principle:

The quality of education is directly related to the personnel qho guide and operate the educational programs. The education, experience, and competence of personnel are important factors. How these individuals work together to provide a cohesive and positive learning environment is also important.

A. Preparation of Professional Personnel

1. Each member of the school's instructional staff **shall** have earned at least a bachelors degree from an accredited institution. They **shall** have earned a minimum of 24 quarter hours or a college major from an accreited institution at the grade level or in the area at which they work or **shall** have a valid certificate for the grades, levels, or areas in which they work. Each individual **shall** have earned a minimum of 12 semester hours or 18 quarter hours in professional education courses appropriate to the area of assignment.

2. Provision should be made for non-professional and/or paraprofessional assistance for teachers and children as needed to assure realization of the school's purposes. These persons **shall** be carefully selected and suitable for working with young children. When such provision is made the following requirements **shall** be observed:

a. Paraprofessionals providing enriching experiences for students, such as a lay person with a college degree who has a special competence but does not hold a valid state certificate, **shall** be under the direct supervisionof the classroom teacher at all times.
b. Paraprofessionals helping with the classroom instructional program **shall** be under the direct supervision of the teacher and shall have at least a high school diploma or recognized equivalent.
c. Teacher helpers shall perform housekeeping tasks, clerical tasks, and other routine school duties and **shall** be under the direct supervision of a certificated staff person.

Alaska 2000

The Alaska 2000 (AK2K) twenty-one member committee appointed by the Alaska Board of Education was charged with outlining the issues facing public education. An education summit, "Alaska 2000," was held in September 1992 and brought together people who were interested in educational change.

The goals of the project were (1) to create conditions that will increase parent and community involvement in education (2) define standards of basic education that will set clear expectations for students, educators, parents and communities (3) ensure accountability for public education (4) restructure the Department of Education as a service-oriented organization (5) expand choices of schooling opportunities for parents and students and (6) reform the state school finance system.

In October 1992 the State Board of Education approved 38 recommendations for action. The reforms include: making public school funding equitable; building and maintaining efficient and affordable public school buildings, and making the system accountable for its performance to the public and legislature in all areas, from teaching and learning to funding. "Student performance standards are the bedrock of the AK2K school reform movement.[1]"

The standards for student performance proposed by the Alaska Board of Education fall into three broad areas--science, math and language arts. Each standard is defined, given a "rationale" that defines the goal and includes key elements that help determine if the goal is met. In addition, the Board established "benchmarks" of what a student should know or be able to do at ages 8-10, 12-14 and 16-18.

For each of the general areas the introductory statement is included along with a summary of the standard. The full-text for each standard includes a "rationale" and a number of "key elements." The full text is available by contacting the Alaska Department of Education, Performance Standards Review, 801 West Tenth Street, Suite 200, Juneau, Alaska 99801-1894. Watch for updates on Alaska 2000. There are a number of areas in which libraries should play key roles.

Science Standards

Introduction: Studies indicate that U.S. students have fallen behind many nations in science education. This is alarming because science is at the center of modern production and communication systems. Science also provides the springboard from which students can explore and begin to understand the world. The standards contain the science facts, concepts, principals and theories that are fundamental for all students to know and be able to use. Students must be encouraged to reach beyond these ideas.

Standards for Science:
1. Nature of science All Alaska students will understand the dynamic nature of scientific knowledge, develop the process skills used by scientists, and understand scientific attitudes and values.
2. Context of science All Alaska students will recognize that the content and conduct of science are influenced by the historical, social, cultural and environmental contexts in which they occur.
3. Science, technology and personal life All Alaska students will demonstrate the ability to apply scientific knowledge and inquiry skills in their lives and to make reasoned decisions about the application of science and technology.
4. Science subject matter All Alaska students will understand the fundamental concepts, principles, and theories about the earth and its living environment, the universe, and the underlying physical phenomena that drive the interactions of these systems.

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[1] Alaska 2000. Winter 1993-94. p.3.

Math Standards

Introduction: The Mathematics Committee believes that all students must experience the power of mathematics by achieving these standards. Mathematical literacy has become a necessity for all. These performance standards imply that students should (a) value mathematics, develop mathematical habits, and understand the role of math in human affairs; (b) be allowed to explore, and to make and correct errors, as they gain the confidence to solve complex problems; (c) read, write and discuss mathematics; and (d) build mathematical arguments.

Standards for Math:
1. Problem solving All students will understand, select and use a variety of problem solving strategies and processes to make sense of the world.
2. Communications All students will understand, form and convey clear and appropriate representations of mathematical ideas, concepts, information, data and relationships.
3. Reasoning All students will think logically and reflectively, using relevant and reliable information, in order to analyze, present and explain a mathematical relationship, situation, problem or solution.
4. Connections All students will comprehend and apply mathematical principles, concepts and processes from one area of mathematics to another, as well as in other content areas and in everyday life.
5. Content All students will understand fundamental mathematical facts, concepts, principles and theories and be able to use them in communicating, problem-solving, reasoning, and making connections.

Language Arts Standards

Introduction: Language is the primary way we communicate and reflect upon ourselves and our world. It is the chief means through which we learn all other subjects. Listening and speaking are the foundations of reading and writing. Students also must learn the power of language as it is used visually in the electronic media. Students must have skills to analyze the visual information that floods most households.

Standards for Language Arts:
1. Speaking and writing All students will speak and write well in various situations for a variety of purposes and audiences.
2. Communicating and connecting All students will make connections with and respect other people's diverse frames of reference to understand and communicate clearly.
3. Problem solving All students will select from and use multiple strategies in order to complete projects cooperatively and independently.
4. Reasoning and research All Alaska students will think logically and reflectively in order to present and explain positions orally, in writing, and visually, based on relevant and reliable information from diverse sources.
5. Reading, listening and viewing All Alaska students will read, listen to, and view literature and a variety of other materials for different purposes, making connections and practical applications.

From: *Alaska 2000; A State Board of Education Project.* (Winter 1993-94).

Additional Standards

In the ensuing two years, the State Board of Education has fostered the development of performance standards in additional areas. Listed are some standards are only proposed and have not yet been adopted. In addition, standards for Technology are in the process of writing, editing, public comment, and rewriting prior to their adoption.

Skills for a Healthy Life Standards

1. Critical Knowledge: All Alaska students will acquire a core knowledge related to well-being.
2. Responsibility for Self: All Alaska students will demonstrate responsibility for their own well-being.
3. Interpersonal Responsibility: All Alaska students will understand how well-being is affected by relationships with others.
4. Responsibility for Community: All Alaska students will be capable of making contributions to the well-being of families and communities.

Social Studies Standards

History Performance Standards

1. A student should understand that history is a record of human experiences that links the past to the present and the future.
2. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people and events.
3. A student should develop the skills and processes of historical inquiry.
4. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

Government and Citizenship Standards

1. A student should know and understand how societies define authority, rights and responsibilities through a governmental process.
2. A student should understand the constitutional foundations of the American political system and the democratic ideals of our nation.
3. A student should understand the character of government in the state.
4. A student should understand the role of the United States in international affairs.
5. A student should have the knowledge and skills necessary to participate effectively as informed and responsible citizens.
6. A student should understand the economies of the United States of America and the state and their relationships to the global economy.
7. A student should understand the impact of economic choices and be able to participate effectively in the local, state, national, and global economies.

Geography Standards

1. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.
2. A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.
3. A student should understand the dynamic and interactive natural forces that shape Earth's environments.
4. A student should understand and be able to interpret spatial (geographic) characteristics of human systems including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.
5. A student should understand and be able to evaluate how humans and physical environments interact.
6. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

National Education Goals[2]

By the year 2000:

Goal 1	***All Children Ready to Learn*** All children in America will start school ready to learn.
Goal 2	***90 Percent Graduation Rate*** The high school graduation rate will increase to at least 90 percent.
Goal 3	***All Children Competent in Core Subjects*** American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
Goal 4	***First in the World in Math and Science*** U.S. students will be first in the world in science and mathematics achievement.
Goal 5	***Every Adult Literate & Able to Compete in the Work Force*** Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
Goal 6	***Safe, Disciplined, Drug-free Schools*** Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Resources for America 2000

From America 2000:

America 2000 Community Notebook with ideas from other communities. Call 800-USA LEARN.
A+ for "Breaking the Mold" Award --innovative schools & projects. 800-USA LEARN or 202-835-2000.
America 2000 Newsletter, videotapes, publications. Call 800-USA LEARN.
America 2000 Coalition, a non-profit, private sector alliance. Call 202-835-2000.

From the Superintendent of Documents (P.O. Box 371954, Pittsburgh, PA 15250-7954):

Reaching the Goals: Goal 2--High School Completion, S/N 065-000-00613-8 @ $2.75 per copy.
Reaching the Goals: Goal 5--Adult Literacy and Lifelong Learning; S/N 065-000-00582-4 @ $2.75
Reaching the Goals: Goal 6--Safe, Disciplined, Drug-Free Schools; S/N 065-000-00555-7 @ $2.25
Transforming Ideas for Teaching & Learning Mathematics, S/N 065-000-00574-3 @ $25 for 25 copies.
Transforming Ideas for Teaching and Learning Science. S/N 065-000-00599-9 @ $25 for 25 copies.
[Single copies of these two documents are available free while supply lasts from the Education Information Branch, 555 New Jersey Avenue, N.W., Room 300, Washington, D.C. 20208-5641.]

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[2] *National Goals for Education*. Washington, D.C.: Executive Office of the President, 1990. (Established by President Bush.) ED 319-143 [Available on interlibrary loan on microfiche from any library holding ERIC microfiche collections--in Alaska that includes UAA, UAF and UAS libraries.]

See also Stripling, Barbara K. *Libraries for the National Education Goals*. Syracuse, New York: ERIC Clearinghouse on Information Resources, Syracuse University, 1992 (IR-94). Available from Information Resources Publications, Syracuse University, 030 Huntington Hall, Syracuse, New York 13244-2340. $10.00 plus $2.00 shipping and handling.

Alaska Standards
for School Media Programs

developed by AASL/Alaska (American Association of School Librarians, Alaska)
Juneau, Alaska 1984

Adopted June, 1984	Alaska State Board of Education
Adopted March, 1984	AASL/Alaska
Endorsed March, 1984	Alaska Library Association
Approved March, 1984	Governor's Advisory Council on Libraries

The following standards were developed by a committee of AASL and adopted by all the governing bodies of Alaska libraries and education. In 1991, a revision of these guidelines failed to complete the process, leaving this set as the prevailing standards in Alaska at this time. Professional Standards Committee: Phyllis Davis, Chairman; Jo Morse, Pat Thurman, Susan Engen, Jean Graves, Laila Tedford, Alan McCurry, Della Matthis, and Erma Mead.

INTRODUCTION

The Alaska Standards for School Library Media Programs have been developed to encourage and promote the establishment and maintenance of standards of excellence in school library media centers[1] in all schools in Alaska. The standards are designed to be the minimum acceptable standards for Alaska schools and each school is urged to use the standards as a base to develop a quality library media program which reflects the unique characteristics of that school and which utilizes current technology. Schools which have achieved the Alaska Standards for School Library Media Programs should strive towards attaining the standards set forth in Media Programs: District and School published by the American Library Association and the Association for Educational Communications and Technology.

The Alaska Standards were prepared by the Professional Standards committee of AASL/Alaska with input from school librarians throughout the state and are a revision of the Library Media Standards for Alaska Schools published in 1978. The standards should not be a static document. It is the recommendation of the Professional Standards committee that the standards be scrutinized every few years and revisions made as necessary to reflect changes in Alaska libraries and schools and also to reflect the new edition of the national standards, Media Programs: District and Schools, which is scheduled to be published in 1985.

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[1] The term library media center is used throughout this handbook to designate a centralized collection of materials, equipment and services with a staff of professional personnel working closely with teachers and administrators. There are many other terms for such a center; for example, library, media library, instructional materials center, library/instructional materials center, learning resource center, and multi-media center.

PURPOSE

The library media program exists to facilitate achievement of the educational goals/objectives which are an integral part of the educational process formulated by the school or district.

The library media program serves STUDENTS by:

- Providing access to all learning materials (print and non-print[2]) and basic equipment that are available in the library media center
- Teaching them how to locate information and use materials
- Providing them an opportunity for individual and small group study
- Teaching them how to utilize other libraries and sources of information
- Developing skills in the production of learning materials
- Promoting enthusiasm for seeking information (knowledge) through a variety of materials
- Teaching them the importance of access to information via computer technology
- Providing materials of varying levels of difficulty and on a wide variety of subjects
- Acting as liaison to other libraries and information sources

The library media program serves STAFF by:

- Organizing and maintaining a collection of learning materials that are available in the library media center
- Organizing and maintaining all of the equipment which supports the library media program
- Providing and/or encouraging use of a professional library
- Assisting in selection of learning materials for use in the classroom
- Assisting in the planning and production of various teaching materials
- Maintaining the State Film Library service
- Acting as liaison to other libraries and information sources
- Aiding in correlation of unit materials and activities
- Providing information on new materials, techniques, and technologies
- Providing examination and previewing opportunities to assist in the selection of new materials
- Providing the opportunity to make recommendations of materials and equipment for the library media center
- Assisting in curriculum development and instructional design

The library media program assists ADMINISTRATORS by:

- Providing central purchasing, distribution and utilization of learning materials and equipment relevant to the library media center
- Avoiding needless duplication of learning materials
- Maintaining the State Film Library service
- Organizing and maintaining all of the learning materials and equipment in the media center
- Providing inservice training on effective use of resources
- Maintaining circulation and utilization records
- Providing information on new materials and technologies
- Acting as liaison to other libraries and information sources

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[2] Print and non-print materials include, but are not limited to, books, magazines, filmstrips, microcomputer software, records, tapes, films, pictures, games and other learning materials not considered as classroom texts.

ESSENTIAL ELEMENTS

There are six vital, interdependent elements of a quality library media center program.

1. STAFF

Professional personnel are essential to provide all students and teachers with library media center services. A meaningful program can be developed only with the leadership of a qualified library media specialist[3] who has the responsibility of managing the media program to promote educational impact and cost-effectiveness.

The library media specialist should have competencies in evaluation, selection, organization, production, and utilization of print and non-print media and equipment. Knowledge of effective human relationships is essential to the administration and function of school library media programs.

The library media specialist shall hold a certificate valid at the level served and shall meet state certification requirements for library media education. Course work shall include library media production, theory, function, and administration of school library media programs.

Support staff are essential to perform clerical tasks which enable the professional library media specialist to provide an effective program.

2. COLLECTION

The collection in each school must provide a broad range of materials to meet the requirements of all curriculum areas and accommodate diverse learning skills and styles of users at varying maturity and ability levels.

3. EQUIPMENT

Appropriate equipment is necessary to utilize the materials and other sources of information and to encourage the production of materials by teachers and students.

4. SPACE

Adequate space is necessary to accommodate the resources and services of the library media center. This area should be reserved for library media center programs and its facilities should support and enhance these activities and contribute to their efficiency of operation. In library media centers of more than 1,000 square feet specific areas for the following functions must be identified:

Circulation
Reading, class instruction, use of A-V equipment and microcomputers
Faculty center and professional materials
A-V equipment distribution and storage
Individual study
Workroom
Administration

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[3] Other titles which are also used for library media specialists include, but are not limited to, librarians, school librarians, media specialists, and library media generalists.

5. RESOURCE SHARING

Within the school and/or the district it is imperative to share what is available. Beyond the building and/or district an inter-library loan system of sharing resources to and from all types of libraries is in place and does supplement the local library media program. Primary access to these materials is through the Alaska Library Network.

6. ANNUAL BUDGET

Funds are necessary to enable the school library media program to meet and maintain recognized professional standards for the collection, and to secure additional materials and equipment necessary to meet the specific needs of changing curriculum, students, and staff of individual schools.

AASL/ALASKA STANDARDS

SCHOOLS WITH LESS THAN 100

Schools with 100 or fewer students should receive professional assistance from a district level librarian. Staff at the school should receive specific training on resources available from all possible sources and use the Alaska Library Network to obtain them. Each school must designate a local person to supervise the on-site collection under the direction of the district professional personnel.

Staff - See above

Collection - 2,500 items[4] or access to a district collection of at least 5,000 items.

Equipment - See Appendix

Space - 250 square feet or 5 square feet per student, whichever is greater.

Resource Sharing - Have available the Alaska Library Network Catalog, the Alaska State Library Film & Video Catalog, the Alaska Union List of Serials, and other such tools to access materials beyond the local school.

Annual Budget - Amount of money needed to develop and/or maintain the library media collection to meet professional standards and to meet specific needs of the individual school and/or the district.

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[4] Items refers to the print and non-print materials listed on page 2.

SCHOOL WITH 100-250 STUDENTS

Schools with 100-250 students should receive professional assistance from a district level librarian. Staff at the schools should receive specific training on resources available from all possible sources and use the Alaska Library Network. Each school must designate a local person to supervise the on-site collection under the direction of the district professional personnel.

Staff 1/2 full-time aide per 100 students

Collection - 5,000 items or 20 items per student, whichever is greater.

Equipment - See Appendix

Space - 500 square feet or 5 square feet per student, whichever is greater.

Resource Sharing - Have available the Alaska Library Network Catalog, the Alaska State Library Film & Video Catalog, the Alaska Union List of Serials, and other such tools to access materials beyond the local school.

Annual Budget - Amount of money needed to develop and/or maintain the library media collection to meet professional standards and to meet specific needs of the individual school and/or the district.

SCHOOL WITH 250-500 STUDENTS

Staff - 1 full-time certified library media specialist (1 per each 500 students) 1 to 2 full-time library aides (1 per each 250 students)

Collection - 10,000 items or 20 items per student whichever is greater.

Equipment - See Appendix

Space - 5 square feet per student

Resource Sharing - Have available the Alaska Library Network Catalog, the Alaska State Library Film & Video Catalog, the Alaska Union List of Serials and other such tools to access materials beyond the local school.

Annual Budget - Amount of money needed to develop and/or maintain the library media collection to meet professional standards and to meet specific needs of the individual school and/or the district.

SCHOOL WITH 500-1,000 STUDENTS

Staff - 1 to 2 full-time certified library media specialist (1 per each 500 students or major fraction thereof) 2 to 4 full-time library aides (1 per each 250 students).

Collection - 20 items per student.

Equipment - See Appendix

Space - 5 square feet per student

Resource Sharing - have available the Alaska Library Network Catalog, the Alaska State Library Film & Video Catalog, the Alaska Union List of Serials, and other such tools to access materials beyond the local school.

Annual Budget - Amount of money needed to develop and/or maintain the library media collection to meet professional standards and to meet specific needs of the individual school and/or the district.

SCHOOL WITH MORE THAN 1, 000 STUDENTS

Staff - 2+ full-time certified library media specialists (1 per each 500 students for the first 1000; 1 per l,0OO students or major fraction thereof in excess of 1,OOO) 4+ full-time library aides (1 per each 250 students)

Collection - 20 items per student.

Equipment - See Appendix

Space - 5 square feet per student

Resource Sharing - Have available the Alaska Library Network Catalog, the Alaska State Library Film & Video Catalog, the Alaska Union List of Serials, and other such tools to access materials beyond the local school.

Annual Budget - Amount of money needed to develop and/or maintain the library media collection to meet professional standards and to meet specific needs of the individual school and/or the district.

DISTRICT LIBRARY MEDIA PROGRAM

In some Alaska school districts, the transition from bookroom/library to contemporary library media center was made under guidance of district-level supervisors and coordinators. In other districts, however, schools developed their own programs without district coordination and still operate relatively self-sufficiently. Both models of program development yield excellent programs. Without district-level guidance and supervision, however, there is greater chance that not all schools in the district will have the same quality library media program. Research shows that the leadership provided by district-level staff results in school library media programs that function better than those in districts without central staff. For this reason, districts with multi-building library media programs benefit from district-level management which helps to insure comparable and effective programs in all schools.

A primary goal for school library media program management at the district level is to provide leadership, usually through a library media coordinator. Leadership means insuring that each school develops the highest quality program possible. Leadership also means that district-level personnel should be the foremost advocates for the school library media program seeking support for the program from district administrators and the board of education. In addition, district level library media staff should encourage the teaching staff to take advantage of the full range of instructional assistance and materials available through the school library media program by actively participating in the development of curriculum and instructional strategies.

The following are representative services and responsibilities of district level programs:

PLANNING AND ADMINISTRATION

1. Planning the overall media program, e.g., identifying criteria, purposes, procedures, and evaluation systems.

2. Designing facilities for school and district library media programs.

3. Providing information for budget planning.

4. Selecting personnel for the district library media program.

5. Developing district library media selection policies that support the educational program and reflect principles of intellectual freedom.

6. Developing criteria for the selection of materials and equipment.

7. Interpreting the library media program to school and community and developing public information systems.

8. Developing staff positions and job descriptions.

9. Evaluating district library media programs.

10. Coordinating federal purchases and projects for library media programs.

11. Requesting and administering funds for interdistrict and interagency cooperative services and contracts.

STAFF DEVELOPMENT

1. Providing for ongoing professional development.

2. Orienting the district staff in all aspects of instructional technology.

3. Providing consultative services to building library media personnel, administrators, and faculties.

4. Developing inservice opportunities.

SERVICES

1. Maintaining or supervising the maintenance of media and equipment.

2. Coordinating all library, audiovisual, and related instructional materials and equipment services.

3. Providing central processing services and/or selecting appropriate commercial services.

4. Assisting in the development of basic library collections and other collections of instructional materials.

5. Developing cooperative approaches for services or programs which the building finds difficult to attain.

6. Applying appropriate forms of technology such as television, radio, telephone lines, computers and random access distribution.

7. Selecting, distributing, and promoting effective use of district collections of materials and equipment.

8. Applying instructional technology to curriculum planning and instructional development.

9. Producing materials and maintaining production facilities.

10. Coordinating the development and integration of library media and study skills into the instructional program.

Alaska State Library
and Information Resources

•The Division of State Libraries, Archives & Museums is part of the Department of Education with headquarters in Juneau and an office in Anchorage. The State Library coordinates library services throughout the state and serves as the information resource for State government and the legislature. The main library and reference section is located in the State Office Building in Juneau.

•The Library coordinates the Alaska Library Network (ALN), which provides interlibrary loan, cooperative collection development and resource sharing among all libraries. Part of the Library Development Section and the Talking Book Center are located in downtown Anchorage in the Post Office Mall. The Talking Book Center provides recorded books for individuals with a disability which prevents them from reading print. These books are delivered by mail statewide. (See entry under *Talking Book Center*/T-1.)

•The Coordinators in the Library Development Section provide training, consultation, reference service, general assistance and professional development to those libraries and librarians within their areas of expertise. Use the names and addresses below as contacts to help you with requests for information or services.

School Library/Media Coordinator

Della Matthis
Alaska State Library
344 W. Third Ave., Suite 125
Anchorage, AK 99501
(907) 269-6568
FAX (907) 269-6580
e-mail: aslanc@muskox.alaska.edu
OR dellam@muskox.alaska.edu

Primary responsibility for the school libraries in the state. Contact for information, advice or help. For information on particular programs or if you have questions about which resource or person to contact, contacting the school coordinator first may save you a great deal of time.

Additional State Library Personnel whom you may need to contact:

Karen R. Crane, Director/State Librarian
George V. Smith, Deputy Director
Alaska State Library
P. O. Box 110571
Juneau, AK 99811-0571
(907) 465-2910
FAX: (907) 465-2665
e-mail: asl@muskox.alaska.edu

Aja Razumny, Library Development Coordinator
(Southeast, Northern road system, Aleutians)
Alaska State Library
P. O. Box 110571
Juneau, AK 99811-0571
(907) 465-2458 FAX (907) 465-2665
e-mail: ajar@muskox.alaska.edu

Judy Monroe, Library Development Coordinator
(Southcentral & Northern off-road)
Alaska State Library
344 W. Third Ave., Suite 125
Anchorage, AK 99501
(907) 269-6569 FAX (907) 269-6580
e-mail: judym@muskox.alaska.edu

Primary responsibility for public, special, and post-secondary libraries in their areas. With the school coordinator they are involved in support for school/public combined libraries.

Nina Malyshev, Library Development Coordinator
Alaska State Library
P. O. Box 110571
Juneau, AK 99811-0571
(907) 465-2910 FAX (907) 465-2665
e-mail: ninam@muskox.alaska.edu

Responsible for special projects

Mary Jennings, Grants Administrator
Alaska State Library
344 W. Third Ave., Suite 125
Anchorage, AK 99501
(907) 269-6566
FAX (907) 269-6580
e-mail: maryj@muskox.alaska.edu
Responsible for public library grants and for the Talking Book Center operation.

Susan Elliott, Information Technology Librarian
Alaska State Library
344 W. Third Ave., Suite 125
Anchorage, AK 99501
(907) 269-6567
FAX (907) 269-6580
e-mail: susane@muskox.alaska.edu
Responsible for library automation, designing and adminstering SLED, and other electronic involvements of the State Library.

Alaskana

Purchase of Alaskan materials should be a primary area of emphasis in collecting for any Alaskan school library. Frequently it is difficult to find materials in national reviewing sources and jobbers catalogs. The following sources of Alaskana should be part of your selection tools. Contact these producers to get their bibliographies and catalogs, or contact the Alaska State Library (269-6570 or aslan@muskox.alaska.edu).

Cook Inlet Book Company, 415 W. Fifth Ave., Anchorage, AK 99501 (800-240-4147) or (ckinbook.alaska.net). ***Alaska; Alaskan Children's Books; A Few Good Books about Alaska.*** A downtown bookstore in Anchorage which specializes in Alaskan materials.

Wizard Works, P.O. Box 1125, Homer, AK 99603 (235-5305). ***Alaska Small Press Catalog.*** A jobber specializing in books produced by the small, independent Alaskan presses.

Alaska Children's Literature Bibliography. Compiled by Katy Spangler, Ph.D. University of Alaska Southeast, Alaska Staff Development Network, 1995. A recurring project of a class in children's literature taught by Dr. Spangler. Listed books are annotated, arranged by genre, and were in print at the time of list publication. (Send $5.00 to AK Staff Development, UAS, 1108 F. Street, Juneau, AK 99801.)

Common Ground 90: Suggested Literature for Alaskan Schools Grades K-8. Alaska Dept. of Ed., 1990. Distributed free to every school. Grades K-8.

Common Ground 90: Suggested Literature for Alaskan Schools Grades 7-12. Alaska Dept. of Ed., 1991. Distributed free to every school. Grades 7-12. Annotated bibliographies with a strong emphasis on culturally relevant books and readings for Alaskan students in grades K-8 and 7-12 compiled every two years by a panel of Alaskan Educators. Annotations are arranged alphabetically by title; it includes an author index.

Some Books about Alaska Received in 1993. Alaska Dept. of Ed., 1994. A annotated series of bibliographies published each year by the Alaska State Library. Recommendations for first purchase consideration are included.

Some recently (1993+) published materials from the listed bibliographies:

Alaska Alphabet. Stories and Activities. Morgan, Marilyn. Circumpolar Press., 1994. $34.95 Professional. Native and Alaskan stories with activities (math, art, cooking, drama, science, songs, games, literature, vocabulary growth, book list) to accompany each unit. Targets young children but is adaptable for older groups.

Alaska Report. Niebergall, Jane. Circumpolar Press, 1994. $9.95 Professional. A teaching unit targeted to middle grades. Includes Alaska history, geography and Native peoples units. Emphasis on writing skills and projects. Also math, hands on.

The Alaska River Guide: Canoeing, Kayaking and Rafting in the Last Frontier. Jettmar, Karen. Alaska Northwest Books, 1993. $16.95. Grades 7-12. After an introductory chapter which explains the logistics of planning and choosing the right equipment, boat, and river, the author lists each Alaska River, giving its history, location, drainage, rating, cautions, trip length, season, watercraft, access, land manager, maps, and fish and wildlife, and includes a handdrawn map.

Alaska Wild! CD-ROM. Zatz, Daniel. Bullfrog Films, 1995. $49.95 All ages. Live action video clips of eagles, bears, whales and more. A multimedia resource for the classroom.

Alaska's History: The People, Land and Events of the North Country. Ritter, Harry. Alaska Northwest, 1993. Grades 6-12. The concise history book teachers have been looking for. Short, lively essays about people and events that shaped Alaska's history.

Arctic Summer. Matthews, Downs. Simon Schuster, 1993. $14.00 Primary grades. Arctic winters are harsh and cold, but during the short summer, the Arctic springs to life. Well-illustrated with color photographs of many arctic animals and one each of lichen, saxifrage, moth, etc. in introduction.

The Avalance Handbook. McClung, David. Mountaineers, 1993. $19.95 Grades 7-12. Basic reference handbook on snow avalances. Does not specifically relate to Alaska, but is a classic.

The Big Fish: an Alaskan Fairy Tale. Wakeland, Marcia. Misty Mountain Press, 1993. $14.95. Picture book. Bold illustrations help portray the story of Lena who seeks to catch the King Salmon, but learns from him instead.

A Cycle of Myths. Smelcer, John. Greatland Graphics, 1993. $12.95 Grades 6-12. A collection of 20 myths and legends from the Tsimshian, Eyak, Haida and Tlingit Peoples of Southeast Alaska.

Dogteam. Paulsen, Gary. Delacorte. $15.95 Picture book. The joys of a night dogsled run.

Hands on Alaska. Merrill, Yvonne. K/ITS, 1994. $20.00 Grades 4-8. Explores Alaska native art through easy to follow activities for children. Activities include work with leather, whale bone, fur, antler, beads, feathers, grass. Color photos of native art from Anchorage Museum of History and Art.

Here is the Arctic Winter. Dunphy, Madeleine. Hyperion, 1993. $14.95 Picture book. "Cumulative rhyming text introduces the animals of the cold white world that is the arctic winter."

Kid's Guide to Common Alaska Critters. O'Meara, Jan. Wizard Works, 1995. $7.95 Grades 2-5. Descriptions of characteristics of more than 40 common Alaska animals, from bats to wolves. Includes vocabulary builder.

Mount McKinley: Icy Crown of North America. Beckey, Fred. Mountaireers, 1993. $29.95 Grades 7-12. After presenting the geological and historic place of McKinley, the author examines its history of mountaineering, from the attempts of gold-seekers down to the modern climbs. Included is information on planning, travel, regulations, suggested routes, etc.

One Small Square: Arctic Tundra. Sis, Peter. Knopf, 1994. $14.95 Grades 1-5. "Scientific American Book for young readers." One of series of books which study different ecosystems, this volume explains the ecology of arctic tundra; colorfully illustrated.

The Prince and the Salmon People. Murphy, Claire Rudolf. Rizzoli, 1993. $19.95 Grades 4-8. Historic photographs and contemporary photos of museum artifacts illustrate the retelling of a Tsimshian legend of a time when the salmon stopped coming.

Puffin--A Journey Home. Wakeland, Marcia. Misty Mountain Press, 1993. $14.95 Primary. Tale of a puffin separated from his mother at birth; his journey to discover where he belongs.

Racing the Iditarod Trail. Crisman, Ruth. Dillon Press, 1993. $9.00 Grades 5-8. Includes bibliographical references and index. Beginning with "the first great race to Nome: in 1925, describes the annual 1049 mile sled dog race. Winners (1973-1992) and 1991 checkpoints are listed.

Raven: a Trickster Tale from the Pacific Northwest. McDermott, Gerald. Harcourt, Brace, 1993. $14.95 Grades 3-6. Raven sets out to find the sun. A retelling of the Northwest Coast tale, beautifully illustrated.

The Sleeping Lady. Dixon, Ann. Northwest Books, 1994. $14.95 Picture book. "Relates the story of the first Alaskan snowfall and the origins of Mt. Susitna, across Cook Inlet from Anchorage." Beautiful color illustrations.

Swim the Silver Sea, Joshie Otter. Carlstrom, Nancy White. Philomel, 1993. Grades Pre-K-2. Joshua Otter wanted to play and swim with different animals, but they all had something else to do. He swims so far he gets lost, but his mother's lullaby leads him home again. Beautiful illustrations. from the Aleutian Islands.

Tales of Alaska's Bush Rat Governor: the Extraordinary Autobiography of Jan Hammond, wilderness guide and reluctant politician. Hammond, Jay. Epicenter Press, 1993. $27.95 High school. Governor from 1972 through 1982, Jay Hammond writes an entertaining book about his early years and his times in Alaska, beginning in 1946, which include his life as a bush pilot, commercial fisherman, and wilderness guide, as well as television personality.

Two Old Women: an Alaska Legend of Betrayal, Courage, and Survival. Wallis, Velma. Epicenter Press, 1993. $16.95 High school. Retelling of Athabascan legend of two elderly women, abandoned by a migrating tribe that faces starvation, who take courage from each other and surprise themselves when they decide, "We will die trying."

Winter Camp. Hill, Kirkpatrick. McElderry Books, 1993. $14.95 Grades 4-7. Eleven-year-old Toughboy and his younger sister must survive the harsh Alaskan winter at a friend's winter trapping camp as they learn camping and survival skills and "the old ways" of their Aathabascan culture.

Alaska Reference Books **(these books were recommended by Alan McCurry, District Media Coordinator of the Yukon-Koyokuk School District, as selections which should be available in Alaskan school libraries which serve secondary or K-12 students.)**

Alaska Almanac. Alaska Northwest Books. annual. $9.95. Grades 4-12. Miscellaneous information on Alaska arranged in dictionary format with brief entries. (Sometimes called *Facts about Alaska: The Alaska Almanac.)*

Alaska Bibliography. Melvin Ricks. Alaska Historical Commission, 1977. Grades 9-12. An introductory guide to Alaskan historical literature with some notations.

Alaska Blue Book. Alaska Dept. of Ed., 1991. Grades 7-12. Important information on state government agencies, legislature, and some statistical information. Keep all back issues; previous years are indexed in each issue.

Alaska Education Directory. Alaska Dept. of Education, annual. Directory of who's who in the public schools of Alaska, Grades K-12. Arranged alphabetically by community and by school.

Alaska Mammals. Jim Rearden ed.,Alaska Geographic, 1981. $12.95. Grades 9-12. Clear, well written descriptions of the mammals of Alaska arranged by family with maps, illustrations, and color photographs.,

Alaska Place Names. 4th. ed. Alan E. Schorr, ed. Denali Press, 1991. $25.00. Grades 7-12. Updates Orth's Dictionary of Alaska Place Names with new names and supplemental information from 1968-85.

Alaska Science Nuggets. T. Neil Davis. Geophysical Institute, 1989. $14.95. Grades 4-12. All kinds of science information that is uniquely Alaskan: northern lights, lunar eclipses, earthquakes, insulation, etc. Good index.

Alaska Trees and Shrubs. Leslie Viereck. University of Alaska, 1986. $12.95. Grades 4-12. Excellent identification guide to all low shrubs and trees in Alaska. With pen drawings.

Alaska Wilderness Milepost. Alaska Northwest, 1988. $14.95. Grades 7-12. A complete guide to 250 remote towns and villages and 45 State and National Parks and Refuges in Alaska. "How to get there--where to stay--what to do". Arranged by region.

Alaska Wildlife Notebook. Alaska Dept. of Fish and Game, 1989. $15.00. Grades 4-12. An excellent loose-leaf notebook arranged by categories like big game, birds, fish, and marine mammals. Each has specific 1-2 pages articles on most Alaskan animals giving a B&W illustrations, descriptions, life histories, and human uses.

Alaska's Birds: A Guide to Selected Species. Robert H. Armstrong, ed. Alaska Northwest, 1987 - 1991. $14.95. Grades 7-12. The birds of Alaska.

Alaska's Heritage. Joan M. Antonson & William S. Hanable. Alaska Historical Commission, 1987 - 1991. $37.00. Grades 7-12. Currently this is the most comprehensive and carefully edited text for teaching Alaska History in High School. Deals adequately with Alaska Natives. Divided in 4 parts: Natural History, Prehistory-1724, History/1725-1867, History/1867-present. Includes excellent illustrations and Suggestions for Further Reading.

Alaska's Saltwater Fishes. Doyne W. Kessler. Alaska NW Publ, 1985. $19.95. Grades 9-12. A field guide of the saltwater fishes of Alaska arranged by family; clearly illustrated with color photos. Map, index.

Alaska, A History of the 49th State. 2nd ed. Claus-M. Naske and Herman E. Slotnick. University of Oklahoma, 1987. $20.00. Grades 7-12 This revision of the 1979 edition has been expanded to deal more adequately with Alaska Natives and the ANCSA of 1971. It also includes useful statistical appendices, notes and an excellent Bibliographical Essay on Sources of Alaska's History.

Athabaskan Curriculum Materials Source Book v.1. Randall Jones. Central Alaska Curriculum Consortium, 1983. High school. Selective annotated guide to materials on Athabaskan language and culture by author and date; supplementary title and subject index.

Dictionary of Alaska Place Names. Donald J. Orth. GPO, 1967. $23.50. Grades 7-12. The basic source of information on most of the place names in Alaska and their origins, with many historical references and geographic placement.

Freshwater Fishes of Alaska. James E. Morrow. Alaska Northwest Publishers 1980. $24.95. Grades 9-12. Detailed written descriptions of the fresh-water fishes of Alaska arranged by family with clear illustrations, maps bibliography, glossary, and index.

Introductory Geography and Geology of Alaska. Leo Mark Anthony and A. Tom Tunley. Anchorage: Polar Publ, 1976. Grades 7-12. Good overview of the fields applying to Alaska with tables, charts, maps, photos, illustrations, glossary, index, and a rock identification guide.

Milepost. Alaska Northwest, annual. under $20.00. Grades 4-12. Reference guide for travelers to Alaska and Canada. Ready reference information on places in Alaska mile by mile on the major road systems.

Who's Who in Alaskan Politics. E. Atwood and R. DeArmond. Alaska Historical Commission, 1977. $10.00. Grades 9-12. A biographical dictionary of Alaskan political personalities from 1884-1974; with an appendix of chronological listings of directors, commissioners, judges, representatives, and others.

Associations and Organizations

There are a number of library associations that can be of benefit to Alaska school librarians. Information for several groups is listed here along with other associations that are related to libraries in more specialized ways. Professional associations sponsor workshops and publish newsletters to keep members up to date about developments in libraries.

Alaska Library Association (AkLA) Members in AkLA represent all kinds of libraries. All members receive the Association's newsletter, *Newspoke,* the *Alaska Library Directory,* reduced fees to attend the annual conference, and the opportunity to participate in committees and activities of the Association. Many local communities or areas have chapters affiliated with AkLA. Round Tables are subgroups of AkLA, by type of library (school, public, academic, and special) and by library function such as collection development. Annual dues for library personnel are on a scale representing $2.00 for every $1000 of annual salary so a person with a yearly salary of $10,000 pays $20 dues. Send membership form (on following page) and dues to the treasurer at the address listed.

Alaska Association of School Librarians (AASL) This organization relates most closely to work in Alaska school libraries and is considered a "roundtable" of the Alaska Library Association (AkLA). AASL publishes a quarterly newsletter, *Puffin.* AASL meets in conferences with AkLA. Dues are $20.00 per year. Send form (next page) to listed address.

Pacific Northwest Library Association (PNLA) members are from Alaska, Idaho, Montana, Oregon, Washington and Canadian librarians from Alberta, and British Columbia. The Alaska Library Association is officially affiliated with PNLA and has an elected representative that attends board meetings. The representative is elected every two years. PNLA conferences are held in Alaska on a rotating basis with the other states in the association. Traditionally the annual conference is held in August. A joint conference of PNLA and AkLA is scheduled for Fairbanks in August 1996. For membership information contact the AkLA membership chair (on AkLA membership form).

American Library Association (ALA) is the largest national organization for librarians and includes more than 50,000 members from all types of libraries.. Basic membership is $75.00 per year. The Alaska Library Association is a "Chapter" of ALA and has an elected representative, (Chapter Councilor) who attends the ALA Council twice each year. National conferences are held twice a year, in January and June. For information contact ALA, 50 E. Huron St., Chicago, IL 60611 (1-800-545-2433).

American Association of School Librarians (AASL) This national organization is a "division" of ALA and membership in ALA is required before you can join AASL. It is the national counterpart of the Alaska Association of School Librarians. National conferences are held every other year. Contact AASL at the ALA address.

Association for Educational Communications and Technology (AECT) is national organization with a focus on media and technology. Membership includes educators and trainers from K-12 schools, postsecondary as well as business and industry. (1126 16th St., N.W., Washington, DC 20036 202-466-4780)

Alaska Society for Technology in Eduction (ASTE) is statewide organization for educators who are interested in media and technology. Membership includes teachers, librarians, and administrators from K-12 schools and postsecondary. An annual conference is held in Anchorage in April. For membership, contact Karen Parr, Executive Director, 12110 Business Blvd., #125, Eagle River, AK 99577 (907-488-2555).

Related associations and organizations. Alaska education organizations are included in the annual edition of the *Alaska Education Directory* published each fall. (Alaska Department of Education, Office of Data Management, 801 W. 10th St., # 200, Juneau, AK 99801-1894. 907-465-2233)

Alaska Library Association Application for Membership 199___

Individual Membership (Library Personnel):

( ) Annual salary up to $7,500	$15.00	$________
( ) Annual salary over $7,500 @ $2.00 per $1,000/year	$2 x ____	$________
Associate Membership:		
( ) Friends, Trustees, Students, Retired Librarians	$15.00	$________

Roundtables (Please check those you have joined):

( ) Academic ( ) Public Libraries ( ) Special Libraries ( ) Technology
( ) Authors to Alaska ( ) Collection Development ( ) Documents ( ) AK Assoc. of School Librarians

All members receive the Association's newsletter, *Newspoke*, the *Alaska Library Directory*, reduced fees to attend the annual conference, and the opportunity to participate in committees and activities of the Association.

Name: ______________________ Home Phone: ______________
Address: ______________________________________
City: ____________________ State: ____ ZIP: ______________
Place of Work: ____________________ Work Phone: ______________
Title: ______________________ FAX: ______________
Full Internet Address: ______________________ (i.e.: aslanac@muskox.alaska.edu)

Within which Chapter's boundaries do you live? (Check one)
Anchorage __ Far Site __ Juneau __ Ketchikan __ Mat-Su __ Northern __ Sitka __ None __

In what type of library do you work? (Check one) Academic __ Public __ School __ Special __

Make remittance payable to:
Alaska Library Association

Mail check and entire form to:

Betty Galbraith, Treasurer
P.O. Box 81084
Fairbanks, AK 99708-1084

ALASKA ASSOCIATION OF SCHOOL LIBRARIANS (AASL) MEMBERSHIP APPLICATION

NAME: ______________________________ DATE______________
Home Address: ______________________________ Home phone: ______________
City: ______________ State: ________ Zip: ________ Work phone: ______________
School or Organization Name: ______________________ Fax#: ______________
Work Address: ______________________ School District: ______________
City: ______________ State: __ Zip: ________ Inst. e-mail address: ______________
Your Title: ______________________ Pers.. e-mail address: ______________
Currently a member of: ( )ALA ( )AkLA ( )AASL National ( )AASL (please use entire Internet designation —
Check Region: ( )SouthEastern ( )South Central ( )Northern ( )Western i.e.: dellam@muskox.alaska.edu)

Only individual people can join. Membership year runs July 1 to June 30.

ACTIVE MEMBERSHIP ($20)
( ) Only certificated individuals currently employed in a school library. $ ________

COURTESY MEMBERSHIP ($10)
( ) Any individuals not currently employed in a school library or non-certificated. Includes all privileges except voting and elected office. $ ________

PUFFIN PIN (Extra $5.00) $ ________
( ) An additional charge for a beautiful AASL pin.

All members receive the association journal "The Puffin", a membership directory, mailings and notices and are encouraged to participate in committees & activities.

Make check payable to: AASL

Mail check and copy of this form to:
Carol Dallman, Membership
524 Pine
Kenai, AK 99611-7557

Office Use Only
Date: ________
Mb#: ________
$Pd: ________
Ck#: ________
_____ DB -entered
_____ Card-sent
_____ Puffin Notified
_____ Puffin Pin

Author Visits

Inviting authors to visit your school is a great motivator for reading. Students of all ages love to meet authors and authors who write for children and young adults generally like to stay in touch with their readers. Making arrangements for author visits in Alaska may more challenging than in other states but many schools arrange author visits each year. In this section we have included names of groups for contact regarding author visits as well as tips for hosting an author in your school.

Making the Author Connection.

The Alaska Library Association has a roundtable of members called "Authors to Alaska," made up of public, school and other librarians interested in coordinating author visits to Alaska. Chairmanship rotates but the Youth Services Librarians at the Anchorage Municipal Libraries and Children's Librarians at the North Star Borough Public Library in Fairbanks are usually active members and can give you information about their plans for any given year. In addition, the reading coordinators of the large school districts are usually active participants in bringing authors to Alaska. The Alaska Center for the Book frequently supports author visits as well and includes members from booksellers who also sponsor visits.

Unless you are experienced at arranging visits and have contacts with authors and publishers yourself, it would probably be best to rely on (or at least coordinate with) one of these groups for visits by authors from outside Alaska.

Alaska Authors for Children and Youth.

Alaskan authors are frequently easier to work with, since they have fewer travel problems and are usually well-acquainted with the differences which make Alaskan visits unique. At the end of this section is a list of Alaskan authors who have made visits to schools. You can contact these authors yourself to set up visits. Please remember that all the tips given for planning and managing an author visit apply to our own celebrities as well as those who come from Outside.

I. Planning the Author Visit.

§ Begin planning far in advance. (Busy authors book at least a year in advance.)
§ Be willing to be flexible as far as dates and authors.
§ Be very careful with budgeting.
Generally travel expenses, hotel, meals plus an honorarium are expected. Some authors will only travel first class, or may have to have special diets, or require a companion to travel with. All these details need to be specifically set out in your contract. Firm sources for your funds have to be verified and reliable. (Do not plan to use money from books sold or charges collected while the author is there as part of your budget. What if there's a disaster and no one comes?) PTAs, school budgets, bookstores and other local businesses may all be sources for funds.
§ Coordinate with a public library, other schools, districts or groups to share expenses.
§ Publicize the event.

1. Many publishers have promotional materials such as biographies, posters, photos, study guides; some provide free books.
2. Displays
3. Newsletters
4. Press releases for newspapers, radio, or interviews may be arranged

§ Prepare your students for the author's visit.
Promote books, involve your teachers, have contests with books or pictures
Rehearse your students for behavior, appropriate questions, etc.
Consider selling the author's books in a Book Fair-type plan (see entries under *Vendors*/V-1 and *Book Fairs*/B-4 with a schedule for autographing

§ Many authors like to be involved in the planning for presentations and would appreciate some options. At the least, authors should know well in advance details on the following:

Age of students in groups
How many groups; general schedule for the visit
Setting (what kind of room will be used; what kind of equipment is available)
Length of time for each presentation
What you expect in the presentation (question/answer, presentation about writing, reading from book, learning activity with children, etc.)

II. The author visit:

§ Be sure that the author is met on arrival and transported to his accomodations
§ Make arrangements for transportation while the author is with you (let some of your teachers share this chore/pleasure)
§ Think through mealtimes and menus to assure that the author is physically comfortable during his visit
§ If at all possible, set up some arrangements for the author to see the sights that make your location unique and to meet interesting people. Remember, this may be the author's first (or only) impression of Alaska
§ Do not expect the author to be "on" while on break or at lunch. Down time is very important for re-grouping and preparing for the next presentation.

Author expectations:

§ Clear understanding about expenses and fees, usually with immediate payment
§ Adult presence (the teacher and/or the librarian) to help with discipline and manuevering kids through autograph lines
§ Reasonable schedule
§ Feedback on the success (or lack) of the visit

Possible questions for an author to address:

- How he got started writing children's books.
- Why he writes children's books.
- Where he gets his ideas.
- How long does it take to write a book.
- Stories behind his books.
- How (pencil, typewriter, etc.) does he write his books.
- What is his family make-up and what other things does he like to do.

III. After the visit

§ Write a personal letter to thank the author and encourage children to do so, too.
§ Share feedback, e.g. evaluation, student comments, with author.
§ Evaluate the visit with your own on-site committee and with the visit coordinator if you have worked through an outside agency. This kind of de-briefing will help you improve the next visit.

RESOURCES:

Bibliography:

"The Author Connection" The Unabashed Librarian. Number 91 pp. 29-31.

Maifair, Linda Lee. "Author! Author!" *Elementary School Librarian's Desk Reference.* pp. 8.93-8.94.

Organizations and Groups

Alaska Authors Clearinghouse (a World Wide Web site which will serve to coordinate and distribute information about all literary activities in the state as well as author visits); for information contact Barbara Brown, (907-343-4365) Access through SLED.

Alaska Center for the Book. Sara Juday, Chair (907-278-8838) (FAX 907-278-8839)
e-mail akctrbk@online.com 3600 Denali St., Anchorage, AK 99503-6093

Anchorage Municipal Libraries, Youth Services Department, Chrystal Carr Jeter, Youth Services Coordinator (907-343-2840)

Anchorage School District, Rebecca Sipe, Coordinator of Language Arts (907-333-9561)

Authors to Alaska Roundtable, Alaska Library Association, current Chair. (Contact AkLA: see entry under Associations and Organizations/A-7)

Children's Book Council, 568 Broadway, Suite 404, New York, New York 10012. For information about author visits.

Cook Inlet Literacy Council of International Reading Association, Pam Lloyd, President, (907-349-8286)

ALASKAN AUTHORS

(information provided by Chrystal Carr Jeter, ph. 343-3840)

Nancy White Carlstrom	Fairbanks	474-9396
Author/illustrator of children's picture books		
Fee unknown		
Will speak to groups		

Ann Chandonnet	Anchorage	278-8838
Author; folklorist; culinary expert	Any age groups	
Fee: $300 per day		
Lecture/storytelling, writing exercise, writing riddles, traditional Alaska Native legends		

Ann Dixon	Willow	278-8838
Librarian; author; storyteller	Preschool to 4th grade	
Fee:$300 per day		
Lecture, visuals, storytelling, hands-on arts or crafts, if requested		

Sue Henry	Anchorage	561-7953
Mystery author, former teacher	All age ranges	
Fee: Free except for transportation and lodging		
Lecture (45 min. to 1 hour); writing exercises; reading and writing skills presentation		

Michelle Renner Kruse Eagle River 278-8838
Free-lance writer, former teacher Grades 3 through 8
Fee: $300 per day
Workshop/lecture; enjoys one on one with creative writing students

Barbara Lavallee Anchorage 272-8283
Artist, former art teacher All age ranges
Fee: $750 per day
Anecdotal presentation; storytelling with illustration demonstration

Claire Murphy Fairbanks 278-8838
Author Grades 2 through 12
Fee: $400 per day (will do half days)
Lecture and question & answer sessions; slide presentation

Charles Ragins Fairbanks 456-3471
Artist/illustrator
Fee unknown
Illustrated first picture book in 1995. (*Anna's Athabaskan Summer*)

Nanette Stevenson Anchorage 248-6559
Art director for publisher All age groups
Fee:$600 per day or $150 per hour
Hands-on activities with child made books and book jackets; lecture and slide show on art design as part of book publishing

John Van Zyle Eagle River 688-2020 (fax)
Artist; book illustrator
No fee
Contact goes through publisher or by fax to home

Marcia Wakeland Eagle River 800-750-8166
Author; publisher All age groups
Fee: negotiable; prefers book sale option to share proceeds with PTA
For young children discusses books with artwork. With older, discusses book-making process.

Automation Issues

1. WEED AND UPDATE YOUR CARD CATALOG OR SHELFLIST

First things first. Weed **thoroughly** so you have a clean and current collection. There is no use spending time and money on items that should be discarded. This manual process is the key first step to automating. (See the entry under ***Weeding***/W-1.)

Check your current printed record of what's in the library to see that it is accurate and organized. If you plan to use either the card catalog or shelflist in your retrospective conversion process (see Step 5 below), you will need either LC and/or ISBN numbers on the card which is to be used for the matching process.

Librarians who automate without doing this first crucial step are sorry later.

2. ASK YOURSELF SOME QUESTIONS ABOUT WHY YOU WANT TO AUTOMATE AND WRITE DOWN THE ANSWERS

Don't just hop on the automation bandwagon. Determine what problems you are trying to solve and know what you hope to gain by automating. Is your collection large enough to make it easier to manage by automating? How is your circulation done? Is your library always staffed when it is open, or do staff and students come in unsupervised to check out materials? Do you belong to a district which intends to eventually combine all the school catalogs to form a *union* catalog? Is there a possibility that you can resource share with public or other nearby libraries? The key question is: how will automating serve your patrons? You may be able to come up with more questions of your own. Write down the answers so that you can look back in the middle of the sometimes arduous automation process and remember why you decided to do this in the first place!

And remember, automating can provide better service but it doesn't usually save money.

3. GET YOUR STAFF "ON BOARD"

Automating will change the way your library operates and will certainly take lots of your time and attention while it is being done, so you need to prepare your staff and administration for the inevitable upsets of equipment tie-ups and misplaced materials. Explain how automating will improve service for them and have small celebrations when various parts of the project are done. If it is possible for your staff or especially your principal to visit other automated libraries, it will help to give them a realistic view of what to expect.

4. GET A GENERAL IDEA OF WHICH SYSTEMS YOU ARE CONSIDERING

There are many library automation systems on the market; some specialize by type of library, some are more expensive than others, certainly some are better than others.

Some key considerations are listed on the list labeled **"Important Considerations in Choosing an Automated System for Your Library"**.

If you are considering a system that costs over $10,000, you should perform a full-fledged systems analysis to determine your needs, perhaps a written Request for Proposals (RFP), and, in general, a more formal and rigorous planning process.

5. CONVERT TITLE RECORDS INTO MACHINE-READABLE RECORDS

OR how to get from catalog cards and/or a shelf list to MARC records which can be loaded into an automated system

This is a very important step because the resulting machine-readable records will become your DATABASE which is your most important automation asset. The system you choose will eventually be replaced with another system (yes, it's true!) but the records in your database will endure and will be transferred into that new system. It is important that these records accurately reflect the items in your collection. It is equally important that they be in the USMARC standard format for easy transfer among systems.

This step is usually referred to as RETROSPECTIVE CONVERSION. You have some options here - some are cheaper/easier/faster than others...although, as usual, not all of those attributes are usually found together in any one option.

A. *OPTION 1 - ENTER THE RECORDS ON THE COMPUTER YOURSELF*

This seems like the cheapest option and it may well be, IF you can get accurate and careful volunteers to do it. If you are using paid staff, however, you must calculate not only their salaries and benefits, but the overhead of providing work space, providing someone to do other work which is not getting done because they're devoting time to THIS project, etc. It may not be cheaper after all. Some administrators would rather have your time spent on this kind of work than be required to find other funds to pay for the re-con to be done. Be sure to discuss with your principal the work that you will not be able to do while the automation project goes on. On the other hand, you will become intimately acquainted with your collection and may be able to do more weeding and cleaning as you enter records. You (or your volunteers) will need to be trained to enter **MARC** records so that your database meets standards when you are finished.

This is not usually the fast or the easy option. Talk to someone at a library roughly your size who has done it.

B. *OPTION 2 - GET A VENDOR TO CREATE RECORDS FROM YOUR SHELFLIST*

If your shelflist is in reasonable shape AND you can find a vendor that has MARC records for your type of collection, this is the easy option.

Since vendors charge for each record they create (in the neighborhood of $.35 to $.70), this is not a terribly cheap option. Depending on the vendor and the time of the year you choose, it can be fast or slow. If you plan to get the re-con done in the summer, make arrangements far ahead, since most school libraries will want this time option, too.

C. *OPTION 3 - BUY/RENT A CD-ROM CATALOGING DATABASE AND DOWNLOAD YOUR RECORDS FROM IT*

This is the middle road - easier and faster than OPTION 1, probably cheaper than OPTION 2 but not as fast. But there are pitfalls. You will want standard USMARC records and you will need to choose a CD-ROM database with records that will match your collection. Very old or very unusual collections do not usually "hit" well in this option. Vendors refer to a "hit rate". A "90% hit rate" means that you expect to be able to find 90% of the items in your collection by searching the CD-ROM database. The other 10% will require original cataloging and usually must be input by hand. You must have or will need to rent or buy a computer with a CD-ROM drive attached to it.

One possibility is LaserCat from WLN which is used by many Alaska Network members. There are many other cataloging CD-ROM products available as well including BiblioFile, Alliance Plus and MITINET MARC.

6. CONVERT PATRON INFORMATION TO MACHINE-READABLE RECORDS

This is a necessary step if you are going to have automated circulation or an integrated library system with an online catalog, circulation, etc.

In school districts, these records usually already exist in machine-readable form. Then it it can be a matter of converting them to a format that your library automation system can use. The vendor can usually guide you on this step. However, more realistically, you or your volunteers can type in your patron (students, staff, other borrowers) information.

7. BUDGET FOR ONGOING ANNUAL COSTS; PLAN YOUR UPGRADE PATH

As you make plans for your first automated system, budget for the ongoing costs of keeping the system going. And hard as it may be to imagine right now, recognize that you will probably need to replace or upgrade this system within five years. Your database, which represents your collection, is your long-term asset, not the software or the hardware. Make sure that database is as clean and as standard as you can make it so you can easily move it to another system when the time comes.

IMPORTANT CONSIDERATIONS IN CHOOSING AN AUTOMATED SYSTEM FOR YOUR LIBRARY

Adherence to standards:

USMARC Communications Format for bibliographic, authority and holdings records

Open System Interconnection (OSI) Reference Model

X.25 Protocols

ANSI standard programming language

Open Architecture - non-proprietary operating system

Common command language, interlibrary loan and emerging patron record standards

Z39.50 protocol for information transfer between systems

Reputation and financial health of the vendor

Support:

Are there 800 numbers, adequate training, helpful manuals, online HELP capabilities? If the vendor is on the East Coast, are you on your own after lunch because of the four-hour time difference from Alaska? Are there other school library users in Alaska who may b able to offer support in your unique situation?

From: Susan Elliott, Alaska State Library Automation Librarian.

SELECTED LIBRARY AUTOMATION VENDORS
SCHOOL/SMALL LIBRARY SYSTEMS

(from an article in Library Journal/April 1, 1995 – systems are listed in order of sales percentages)

Vendor Name	*Library System*	*Runs On**	
Follett Software Co. 809 N. Front St. McHenry, IL 60050-5589 (800) 323-3397 Ext. 933	Circ/Cat Plus Unison Circulation Plus	IBM Macintosh Apple	Most used in Alaskan school libraries
COMpanion Corp. 1831 Fort Union Blvd. Salt Lake City, UT 84121 (800) 347-6439	Alexandria	Macintosh IBM	PowerMac based with C-D and Internet access components integrated
Winnebago Software Co. 457 E. South St. Caledonia, MN 55921 (800) 533-543	Winnebago CIRC/CAT Macintosh	IBM	Particularly used in schools with IBM compatibles
Brodart Lib. Automation Div. 500 Arch St. Williamsport, PA 17705 (800) 233-8467	Precision One Le Pac Media Minder	IBM	CD-ROM based, lower cost product for management
Caspr, Inc. 635 Vaqueros Ave. Sunnyvale, CA 94086 (800) 852-2777	Library Works	Macintosh Apple IBM	Can support IBM and Mac in same system-has inventory application for Apple Newton
Nichols Advanced Tech. 3452 Losey Blvd. S. LaCrosse, WI 54601 (800) 658-9453	Molli Athena	IBM	Touch screens, patron photographs
McGraw-Hill School Systems 20 Ryan Ranch Rd. Monterey, CA 94086 (800) 663-0544	Columbia Library System	IBM	Targets single-building libraries
Ameritech 400 Dynix Dr. Provo, UT 84604 (800) 288-802	Dynix Scholar	IBM Mac	UNIX-host based system
CARL Corporation 3801 E. Florida Ave. #300 Denver, CO 80210 (303) 758-3030	Kid's Catalog	IBM	Graphical interface which can be used as an additional catalog screen with other systems and their databases

*IBM=IBM or compatible
All of the above systems handle full MARC records, the library standard forms for bibliographic records. It is very important to use MARC records so that you can be compatible with the rest of the library world.

The School Library/Media Coordinator's office has additional information on most automation systems. Please call if you would like more information.

Awards, Honors, and Prizes

Awards for children's and young adult books are described here. Several of the awards also have long lists of winning booktitles at another location in this handbook. Those are noted in their descriptions. Other awards are represented by only the most recent years' winners. In addition to the award winning books, there are a number of special lists of outstanding books selected each year. These lists are not reproduced, but information on finding the current lists is given at the end of this entry.

Individual Awards

Batchelder Award Awarded by the ALA division, Association for Library Service to Children. This award is presented to an American publisher for a children's book considered to be the most outstanding of those books originally published in a foreign language in another country. The award is named for Mildred L. Batchelder, a children's librarian for more than 30 years whose work had international influence.

Date	*Author*	*Title*	*Publisher--Language*
1990	Bjarne Reuter	*Buster's World*	Dutton-Danish
1991	Rafik Schami	*A Hand Full of Stars*	Dutton-German
1992	Uri Orlev	*Man from the Other Side*	Houghton Mifflin-Hebrew
1993	No award given for this year.		
1994	Pilar Llorente	*The Apprentice*	Farrar, Straus-Spanish
1995	Bjarne Reuter	*Boys from St. Petri*	Dutton-Danish

Caldecott Medal. Given annually by the ALA division, Association for Library Service to Children, to recognize the illustrator of the most distinguished picture book for children published in the United States during the preceding year. The award is named for Randolph Caldecott (1846-1886), an English illustrator.

1990	Ed Young	*Lon Po Po*
1991	David Macaulay	*Black and White*
1992	David Wiesner	*Tuesday*
1993	Emily Arnold McCully	*Mirette on the High Wire*
1994	Allen Say	*Grandfather's Journey*
1995	David Dian; Eve Bunting	*Smoky Night*

The entire list is produced in a separate entry. (See entry under *Caldecott Medal Winners*/C-1)

Carnegie Medal. Presented annually to an American producer for the outstanding video production for children released in the US in the previous calendar year. This award is presented by the Association for Library Service to Children.

Date	*Producer*	*Title*	*Distributor*
1991	George McQuilkin	*Ralph S. Mouse*	Churchill Films
1992	Peter Matulavich	*Harry Comes Home*	Barr Films
1993	John Kelly	*The Pool Party*	Gary Soto
1994	Rawn Fulton	*Eric Carle: Picture Writer*	Philomel Books
1995	Michael Sporn	*Whitewash*	Churchill Media

Coretta Scott King Book Awards. These awards are given to a Black author and a Black illustrator for an outstandingly inspirational and educational contribution, and commemorates the life and work of Dr. Martin Luther King, Jr.. The awards honor Mrs. King for her courage and determination to continue the work for peace and world brotherhood. They are presented by the Social Responsibilities Round Table.

Date	*Author*	*Title*
1990	Patricia & Frederick McKissack	*A Long Hard Journey: The Story of the Pullman Porter*
1991	Mildred Taylor	*Road to Memphis*
1992	Walter Dean Myers	*The African-American Struggle for Freedom*
1993	Patricia McKissack	*Dark-Thirty; Southern Tales of the Supernatural*
1994	Angela Johnson	*Toning the Sweep*
1995	Patricia & Frederick McCissack	*Christmas in the Big House, Christmas in the Quarters*

Date	*Illustrator*	*Title*
1990	Jan Spivey Gilchrist	*Nathaniel Talking*
1991	Leo and Diane Dillon	*Aida*
1992	Faith Ringgold	*Tar Beach*
1993	Kathleen A. Wilson	*Origin of Life on Earth; African Creation Myth*
1994	Tom Feelings	*Soul Looks Back in Wonder*
1995	James Ramsome	*The Creation*

Laura Ingalls Wilder Award. A medal presented every three years to an author or illustrator whose books, published in the United States, have, over a period of years, made a substantial and lasting contribution to children's literature.

Date	*Author*
1986	Jean Fritz
1989	Elizabeth George Speare
1992	Marcia Brown
1995	Virginia Hamilton

Margaret Edwards Award. An award given to an author whose book or books, over a period of time, have been accepted by young adults as an authentic voice that continues to illuminate their experiences and emotions, giving insight into their lives. The award is presented by the Young Adult Library Services Division of ALA.

Date	*Author*
1992	Lois Duncan
1993	M. E. Kerr
1994	Walter Dean Myers
1995	Cynthia Voigt

Newbery Medal. The American Library Association awards the Newbery Medal each year to recognize the author of the most distinguished contribution to children's literature published in the United States during the previous year. The award honors John Newbery (1713-1767) who was the first English publisher and bookseller for children's literature.

1990	Lois Lowry	*Number the Stars*
1991	Jerry Spinelli	*Maniac Magee*
1992	Phyllis Reynolds Naylor	*Shiloh*
1993	Cynthia Rylant	*Missing May*
1994	Lois Lowry	*The Giver*
1995	Sharon Creech	*Walk Two Moons*

The entire list is produced in a separate entry. (See entry under *Newbery Medal Winners*/N-1)

Young Readers' Choice Award. The Young Readers' Choice Award is sponsored by the Pacific Northwest Library Association (PNLA). It is awarded annually at the conference of that organization. A description of the reading program based on this award is in a separate entry. (See entry under *Young Readers' Choice*/Y-1)

Annual Lists

Best Books for Young Adults. Annual list from the American Library Association. This list of 50-60 titles is selected by a committee of school and youth services librarians. The list is voted on at the ALA Midwinter conference and announced soon afterward. A published bibliography (often also available as a camera-ready master) from ALA Graphics (address in entry under *Vendors and Distributors*/V-1) is available in the spring. The list is published in the March issue of *School Library Journal*.

Recommended Books for the Reluctant Young Adult Reader. Also published in *School Library Journal* in March and by ALA Graphics.

Notable Children's Books. Also published in *School Library Journal* in March and by ALA Graphics.

• Because these lists are constantly updated, printed copies have a limited value. An electronic source of this information could be very valuable. These and many other lists connected with children's literature can be found on the Internet by using SLED. The path to use is:

- Sled Main Menu
  - (3) Education
    - (2) Children's Literature Web Guide
      - (4) Lots of Lists

(If you do not have e-mail capabilities or you are not a proficient Internet user, read the entry under *SLED*/S-7 or call the School Library/Media Coordinator [269-6568]for help.)

Battle of the Books

Battle of the Books is a statewide reading motivational and comprehension program sponsored by the Alaska Association of School Librarians. For the past 14 years, school librarians from all around the state have participated in the selection of a reading list for every grade level of readers. Books are selected for their appeal to readers, their diversity, and their availability in paperback format. Attempts are made to vary the titles chosen as to genre and difficulty, so that readers may encounter a broad range of books. Many new books are selected, but each list contains some books which have appeared on the list before, so that the cost for districts in purchasing multiple copies is not so great.

At the annual AkLA Conference held in the spring, the lists are compiled, discussed and finalized. They are published by AASL in their newsletter, THE PUFFIN, and distributed to any librarian who wishes a copy. The lists contain ordering information and ISBN numbers for every book. At that time, the committee also solicits volunteers to write between 75 and 100 questions on each book. The questions are turned in to a coordinator who publishes the question list in the late fall or early winter. The list is sent to district coordinators all over the state.

During the fall and winter, students read the books on their level and prepare to answer questions based on those books. Some districts spend part of their reading program time and budget on the Battle Books. Many librarians (and teachers) have devised games, lessons, and projects based on these books. These suggestions are available in the Battle of the Books Handbook which is delivered to every district which enrolls in the program.

As "tournament" time draws near, students form teams of three to work together to read and reread all the books on their list. For every question, the three have 30 seconds to confer and identify the correct book. "Battles" consist of rounds of 10 questions per team. All questions can be answered with a title from the appropriate list, and have bonus points for also identifying the author. "Battles" may be conducted face-to-face or by audio-conference. Each district enrolled (usually more than 40 of the 54 Alaskan districts) arranges its own schedule and methods for "battling", but must select a district championship team at each grade level by early February.

In February, AASL arranges statewide audio-conferences to allow district champions in grades 3/4, 5/6, 7/8, and high schools from all over Alaska to confront each other and have a chance to emerge as the State Champions. Some bookstores provide prizes for students who have worked so hard on this program, and AASL has designed T-shirts, pins, and certificates to recognize winners and participants. Thousands of Alaska students have participated since the program began in 1981.

Although students take the "Battle" very seriously - you will find a distinct resemblance to a sporting event and just as much competition - librarians, teachers, and parents appreciate the "Books" portion of the program. It encourages children to read widely and carefully and makes reading a communal activity for some children who may tend to be solitary. The students who win school, district or state championships are given the same kind of recognition that sports champions are, and for many bright-but-quiet children, it is a monumental achievement.

To become a part of the AASL Battle of the Books Progam, each individual school district coordinator must send in the registration form with the appropriate fee to the AASL treasurer. Enrollment in Battle of the Books is usually done at the district level, although it is certainly possible for a single school to join if it wishes. Current charges for enrollment are listed below. These fees pay for the publishing, copying and mailing of questions, and for 4 days of audioconferencing to determine state champions.

Basic Registration (for a district regardless of number of schools) $100.00
Includes informational mailings, Battle of the Books Handbook, current booklist, practice and district questions for each level, advance booklists for the next year, the right to duplicate all materials.

Basic RegistrationPlus (for a district regardless of number of schools) $400.00
Includes informational mailings, Battle of the Books Handbook, current booklist, practice and district questions for each level, advance booklists for the next year, the right to duplicate all materials. PLUS participation in the state audioconference battles for each level registered except K-2.

If you have questions about the program or would like the current book list sent to you, you can contact the co-chairs listed below or the School Library/Media Coordinator at the State Library, 269-6568.

1994-1996 CO-CHAIRS

Battle of the Books is sponsored by Alaska Association of School Librarians. To purchase a copy of the Battle of the Books Handbook or for questions about the program contact one of the chairs:

•Tiki Levinson [Bristol Bay School District LMC, P.O. Box 169, Naknek, AK 99633
H: 246-3645 W: 246-4265 FAX: 246-6857] E-mail: tikil@muskox.alaska.edu
•Bill Powers [Lake & Peninsula School District, P.O. Box 498, King Salmon, AK 99613
H: 246-6244 W: 246-4280 FAX: 246-4473]

A sample question for a Battle:

IN WHICH BOOK did a man refuse to be the best man at a wedding?

Answer: Arrowsmith (for 5 points)
by Sinclair Lewis (for an additional 3 points)

(The question sheet also has the page number on which this question is found in case a team challenges a verdict of "wrong".)

Primary Battles

Lists and questions for kindergarten, first and second grade have for the last few years been made by the Media Center at Yukon/Koyukuk School Disrtict. They share their work with these questions and invite districts who use the program at a primary level to join them in an informal arrangement of audio-conferences to allow remote sites to participate with new sets of opponents. Details are mailed with the questions at that level.

Bibliographic Format

Students (and staff) frequently want to know the **correct** way to list references or footnotes to the research they have done. There are several style manuals which are considered standard, and in post-secondary and in some advanced high-school classes, students will have to use the manual and style which their teacher assigns. However, for beginning researchers, and even for most secondary students, a format which is agreed upon by their faculty is sufficient. If your library is part of a district, so that you know which school(s) most of your students will come from or go to, it is worthwhile to cooperate with the librarians and teachers of those schools to devise a format which can be used from the first time a student is assigned a research paper in elementary school until he graduates from high school. The adopted format can just be simplified for younger students and expanded for older ones.

On the following pages is an example of such a format. You can use it as it is, or make the changes which you and your faculty wish. (Leave out instructions and examples for resources which your students don't have access to.) Then duplicate it and hand it out to students who are doing research or make it part of every students' organizational notebook. If there is a public library in your community, make a copy of the bibliographic format for it, too.

FORMATS FOR A BIBLIOGRAPHY

(Books)

Granger, John. Thirty Ways to Use a Brick Wall. Salem, MA: Wolfman Press, 1959.

Martinez, Jose and Herbert Davis. The Golden Bear. New York: McGraw-Hill Publishing Co., 1982, 132-137, 143.

Webster's Biographical Dictionary. Springfield, MA: G. & C. Merriam Co., 1961, 325.

Yolen, Jane, ed. Fantasy Everyone Loves. New York: Atheneum, 1984.

(Article from a reference book)

"Esther Hobart McQuigg Slack Morris" in Notable American Women 1607-1950, V.2. Edward T. James, Janet Wilson James, and Paul S. Boyer, eds. Cambridge: Harvard University Press, 1981, 631-638.

(Encyclopedias)

"Woman Suffrage," Encyclopedia Americana 29, 1983, 421-422.

(Magazine articles)

Johns, Henry. "Radio Free Europe," Newsweek 23 (March 14, 1955), 19-21.

"Winning the Olympics," Sports Illustrated 35 (September 21, 1979), 22-23.

(Newspaper articles)

Goldwater, Barry. "I Ran," Arizona Republic, September 25, 1965, B, 1, 3.

"Art and the Therater," Phoenix Gazette, June 22, 1977, E, 2-3.

(Microfiche reference article)

Thorsby, Linda. "Stands Firm on Call for Nixon Resignation," Jackson (Mississippi) Clarion Ledger, January 10, 1974 (located in Newsbank, Political Development, 1974, 3:C4, fiche).

(Paper reference compilation article)

Barrett, Joyce Durham. "Myths of Adolescence," Marriage and Family Living, May 1982 (located in SIRS, Youth, 2, Article 25).

(Pamphlets)

"Guide to Farming." Washington, D.C.: U.S. Department of Agriculture, 1982.

Obligato, Jeanine. "Directions for Passing College Exams." Baltimore: College Board Publications, 1981.

(Interview)

Jackson, Michael, interviewed by Jack Hendrickson, Phoenix Civic Plaza, Phoenix, Arizona, 8:00 p.m., January 25, 1985.

(Electronic mail)

Smith, J. (January 28, 1995) Re:REF:Help with World History project [e-mail to John Doe], [Online] . Available e-mail: doej@mail.firn.edu .

(Electronic listserv)

Jones, K. L. (January 28, 1995) REF: Who was the author? School Library Media & Network [Online] . Available e-mail: LM_NET@listserv.syr.edu .

(Electronic USENET Newsgroup message)

Reynolds, G. (January 28, 1995) Re:REF: Questions about Canada [Discussion], [Online] . Available e-mail: USENET Newsgroup: K12.chat.senior .

(CD-ROM reference works)

"Harry Truman" [CD-ROM] Groliers Electronic Encyclopedia, 1994, Hartford, Conn.: Grolier Publishing.

"Map of Israel" [CD-ROM] National Geographic World Atlas, 1995, New York: The Society.

*formatting after the style in Arizona State School Library Manual, 1986 with additions from APA Editorial Style, 1994.

Some tips you may want to pass on to students:

∞ A bibliography comes at the end of the paper and includes only those sources which you used in writing the paper.

∞ The items are all alphabetized by the last names of the authors (or the first word of the title if no author is listed).

∞ Each item should be single spaced in itself, and double spaced between items.

∞ Begin each first line at the left-hand margin and indent each additional line in an item about 1/2 inch or 5 spaces.

∞ The first information in a bibliographic item is the author's name, last name first. If there is more than one, the first one is listed last name first and the rest are listed first name then last name. If there is an editor, be sure to add the ***ed.*** notation to the name. If there is no author or editor listed, the title comes first.

∞ Even if an encyclopedia author is listed (sometimes by initials), encyclopedia bibliographic entries usually don't list the author.

∞ Magazine and newspaper articles may or may not have an author listed. If one is listed, that name comes first and the article title is the second entry.

∞ If the title is of a whole book, underline it. Always use the underline in handwritten or typed papers. A new development in computerized text is to italicize titles.

∞ If the title is of a magazine article, newspaper article, or encyclopedia article, put the title in quotation marks. Newspaper articles use the headline as their title, and encyclopedia articles use the heading under which they are listed.

∞ Include page numbers unless the entire book is about the subject.

∞ Always put a period (.) at the end of every bibliographic item.

∞ Put the volume number of a magazine after the name of the magazine.

∞∞∞∞ A mnemonic to help students remember:

Always **underline** names of long things, like books and whole magazines; always use **"quotation marks"** for names of short things, like stories and magazine articles.

Bibliographies

Bibliographies are easy to produce and provide a way to promote materials with a common theme or thread. Bibliographies with annotations are the most useful although sometimes just suggesting other related titles to students is enough to promote reading.

Topics for Bibliographies

Bibliographies can be based on one author, a general subject, a genre, a type of book, or some other category relating the items on the list. Students may latch on to one author and want to read all of the books by that author so an author list might be useful, with suggestions at the end for an author who writes on a similar topic. Subject bibliographies are the most common and are easy enough to put together. Schools with automated catalogs will most likely be able to generate bibliographies with a few strokes of the keyboard.

Elements of the Bibliography

- Statement of scope and purpose
- Directions for using the bibliography (if necessary)
- Bibliographic citation (author, title, publisher and date)
- Call number for your library (optional)
- Annotations (a few words or phrases) and abstracts (50 to 150 words)
    - Descriptive
    - Critical; evaluating the work
- Source e.g. Blank High School Library
- Date compiled (can be small print at the bottom of the page)

Arrangement

The standard arrangement is alphabetical by the author's last name but bibliographies can be arranged by title, type, (fiction, non-fiction, specific subject, etc.), date, or any other order that suits the topic and purpose. The organizational pattern should be explained if it is not obvious.

Sources of Prepared Bibliographies.[1]

Bibliographies are available in library literature. Look for examples as reprints or handouts from meetings as well as exchanges from other libraries. If you do on-line searching or have CD-ROM searching available in your library, you can download files and then reformat for your own bibliographies.

The American Library Association (ALA) publishes a number of bibliographies in leaflet format, including such titles as Newbery Medal Books, Caldecott Medal Books, Best Books for Young Readers, and Notable Books, all revised annually.[2] The ALA series of bibliographies "....for the College Bound" includes topics for biography, fiction, theater, nonfiction, and fine arts. You can order multiple copies to give to students or parents. Some ALA bibliographies are available in camera-ready format for easy duplication. Be sure to keep bibliographies up to date. Bibliographies are easily available in professional journals. You can get ideas for producing your own bibliographies by looking at the published ones.

Managing bibliographies

It is important to date your bibliographies. Most bibliographies go out-of-date fairly quickly, so adding the date is essential. You may want to keep all bibliographies together in a file or notebook arranged by subject or you may file them by subject. If you have collected a large number of bibliographies, you will need to make decisions about your organization. It may be helpful to have two copies--one for the bibliography file and one for the subject file. Short bibliographies that are heavily used can be laminated or put into page protectors. Library copies can be kept in notebooks, files, or boxes. Bibliographies you are giving away to patrons can be displayed in racks and labeled as free materials or stacked near a related exhibit of materials.

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[1] From: "Bibliographies" Sitter, Clara. *The Vertical File and its Alternatevie.* Englewood, Colorado: Libraries Unlimited, 1992. pp.78-80.

[2] [See entries under titles such as *Awards…*/A-9; *Caldecott…*/C-1; *Newbery…*/N-1; *Young Readers' Choice*/Y-1.]

Use of Bibliographies.

Bibliographies can be used as reading guides, to supplement exhibits, support mini displays, emphasize booktalks, or simply promote reading. The bibliographies you prepare can be great public relations tools to use with faculty, parents, students, and other groups of patrons. They can play a large part in your public relations materials, so the ones you use for handouts should be done as nicely as possible. You can create some great little promotional bibliographies with a brief list of materials, a little clip art, colored paper, and a photocopy machine. If you use generic bibliographies, it is helpful to your patrons to indicate which materials your library owns.

Remove most bibliographies that are more than two or three years old from the public files but keep them in your personal files if you expect to use them as a starting point for building a subject bibliography. For example, a list of stories about horses or a bibliography about your state or region should be kept. Put your own bibliographies on a computer so that you can update them frequently and easily.

Resources

SOFTWARE PROGRAMS FOR PRODUCING BIBLIOGRAPHIES[3]

- *AppleWorks*. Apple Computer Inc., 20525 Mariani Avenue, Cupertino, CA 95014
- *Book Brain*. Oryx Press, 2214 North Central Venue at Encanto, Suite 103, Phoenix, AZ 855004.
- *Bookworm*. MECC, 3490 Lexington Avenue North, St. Paul, MN 55126.
- *Book Whiz*. Educational Testing Service, SIGI Office, Rosedale Road, Princeton, NJ 08541.
- *The Great Book Search*. Grolier Electronic Publishing, Sherman Turnpike, Danbury, CT 06816.

OTHER ELECTRONIC AIDS IN PREPARING BIBLIOGRAPHIES

- *LaserCat*. Download to a disk.

STYLE MANUALS

- *Chicago Manual of Style*. 14th ed. University of Chicago Press, 1993
- *Manual for Writers of Term Papers, Theses, and Dissertations*. Turabian, Kate L. 5th ed. University of Chicago Press, 1987.
- *MLA Handbook for Writers of Research Papers*. Gibaldi, Joseph. 4th ed. Modern Language Association of America, 1995.
- *Publication Manual of the American Psychological Association*. 4th ed. American Psychological Association, 1994.

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[3] Wallace, Barbara "Instant Bibliographies for and by Students" *Elementary School Librarian's Desk Reference*. pp. 7.20

Book Fairs

Book fairs are a way to promote interest in reading as well providing a way to raise funds for your library. In this section we have included some tips for planning a book fair as well as sources and resources.

Planning for a Book Fair

- Begin planning early
- Be flexible on dates; be sure to check school calendar for major events, class trips, testing
- Consider scheduling the fair before Christmas, near Children's Book Week (November)
- National Library Week (April), or some other special event
- Check with possible vendors
- Talk with other librarians about book fairs
- Select books for the book fair
- Assemble a packet of information for parents. (distribute one week before the fair) Include a cover letter explaining the fair, price list of books, schedule for the fair.
- Promote the fair through posters, contests (e.g. coloring contests, book mark design, book jacket design, reviews of books, poster design), information to parents, teachers, students, radio and newspapers; involve art classes if possible
- Recruit parents for help with the fair; 2 hour shifts are suggested
- Plan the fair in an area where it can remain set up
- Schedule visits to the fair

During the Fair

- Provide a cash box with plenty of change
- Include a calculator with checkout materials
- Provide receipts
- Set up a checkout table near the door
- Consider stamping books that have been purchased

Commercial Companies Providing Books for Book Fairs

Local bookstores : Addresses and	Great American Scholastic Book Fairs
phone numbers under the entry in	P.O. Box 5700
*Vendors and Distributors/*V-1	Maitland, Florida 32794
Borders Books & Music	School Book Fairs
Chapter One Books	10100 SBF Drive
Cook Inlet Book Co.	Pinellas Park, Florida 34666
Metro Music & Book Store	
Once Upon a Time	Troll Book Fairs
Vine & Branches Christian	100 Corporate Drive
Waldenbook Store	Mahwah, New Jersey 07430

Resources for Planning Book Fairs

- "Book Fairs: Fun & Funds," *Elementary School Librarian's Desk Reference*. pp. 9.27.
- *Library Talk* March/April 1991. Issue on Book Fairs. pp. 1, 5, 8.
- Book fair providers often supply planning kits for book fairs including posters and other promotional materials.

Book Fair
Checklist and Timeline[1]

6-9 months Before the Book Fair

__________Select dates
__________Contact a book fair company
__________Set dates
____
____
____

1 month Before the Book Fair

__________Prepare posters
__________Schedule classes for visits
__________Recruit volunteers
____
____
____

1 week Before the Book Fair

__________Start publicity
__________Distribute schedule
__________Inform parents
__________Remind volunteers
____
____
____

1 day before the Book Fair

__________Volunteer schedule starts today
__________Set up tables
__________Arrange items
__________Obtain receipts, cash box, change
__________Include a calculator
__________Remove unacceptable books
__________Verify prices
____
____

Day of the fair

__________Prepare for volunteers
__________Check details
__________Enjoy the fair
____

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[1] Based on Annette Thibodeau's "A Checklist for Book Fairs", *Library Talk* March/April, 1991.

Booktalks

Booktalks are short talks about books for the purpose of "selling" the book to listeners and enticing them to want to read the book. Librarians and teachers who work with children and youth have found that booktalking is an effective way to promote reading. Booktalking can be done with readers of all ages. Much has been written on the techniques of booktalking as well as suggesting books and topics. Samples of resources are listed.

Handling Your Booktalk Information

If you do a lot of book-talking, it is a good habit to fill out an index card with enough information about each book to jog your memory sufficiently to do at least a mini-talk. You can code the ones you like the best. You should record your negative reactions to books as well as your positive ones. You may also want to include notes of other presentations in your booktalk file, such as an annual talk to give to classes or parents on literature for children.

Consider using a computer program to index by author, title, and subject. If you use note cards, you will probably want them filed alphabetically by author. Computer files can be indexed with multiple headings or you can use your collection category as an index. Use plastic card sleeves or laminate the cards you use frequently.

You may give frequent booktalks either by request or initiated on your own. You can easily put together a booktalk program from your notes on index cards. Booktalk notes are personal, so these will be your own files but you may want a review file available for students to access that might consist of other students' reviews.

You can put little-used titles in an inactive file. You might discard your cards for titles you no longer need for a book-talk or you can keep the information on your computer so it can be printed out anytime.

Your own collection of booktalks will be the result of a lot of self-discipline and a commitment to develop your collection. Many teachers and librarians who work with children and young adults fill out an index card for every juvenile book they read.

Sources of Information about Booktalks:

You can purchase wonderful books with ideas for booktalking and storytelling. Caroline Feller Bauer (see the entry under *Storytelling*/S-9)and Joni Bodart have written books containing many ideas for creative presentations for children and young people. You can get booktalk ideas from periodicals such as *Booktalker*.

Examples of Resources on Booktalks:

- *Booktalker*. H.W. Wilson, 1994 -
- *Booktalking the Award Winners*. H.W. Wilson, 1994 -
- *Booktalking with Joni Brodart* [videorecording] H.W. Wilson, 1985
- Gillespie, John. *Juniorplots 4*. R.R. Bowker, 1993. Earlier titles.
- Gillespie, John. *Middleplots 4*. R.R. Bowker, 1994. Earlier titles.
- Gillespie, John. *Seniorplots*. Bowker, 1989.

- *New Booktalker*. Libraries Unlimited, 1992 -
- *Novel Booktalks; Award Winners and Other Favorites*. Book Lures, 1992.
- Polette, Nancy. *Picture Booktalks to Perform*; Selected Picture Books Published 1988-1992. Book Lures, 1992.
- Richards, Joni. *Booktalk 5!* H.W. Wilson, 1993. Earlier titles.
- Rochman, Hazel. *Tales of Love and Terror; Booktalking the Classics, Old and New*. ALA, 1987. Book and video by the same title.
- Thomas, Rebecca. *Primaryplots* 2. Bowker, 1993. Earlier title.

Articles about Booktalking:

Graham, Kent. "Dramatic Booktalks (for the Untheatrical)" *Voice of Youth Advocates*. V 16, no. 5 pp. 282-83 Dec. 1993. Tips on booktalks.
Polette, Nancy. "Two Way Booktalks: To Read and to Perform" *School Library Media Activities Monthly*. v.9 no. 8 pp 27-29. April, 1993.
Brodart, Joni-Richards. "WLB Booktalker" *Wilson Library Bulletin*. v.66 no. 5 pp. S1-S16 Jan,, 1992. The differences between successful booktalks for adults and for teenagers.

Based on information from:
Sitter, Clara. The Vertical File and its Alternatives. Englewood, Colorado: Libraries Unlimited, 1992. pp. 155.

Bulletin Boards

Why do Bulletin Boards?

Bulletin boards are mini-billboards for "selling books" to potential readers. They can be a very effective tool for communication with your library users. Attractive bulletin boards add to the atmosphere of your library. They can be educational and promote reading as well as adding to the beauty and interest of your library. Display cases can provide an enhanced bulletin board with the addition of books and objects.

Ideas for Bulletin Boards[1]

Start a notebook or file of ideas for bulletin boards. Possible themes include seasons, book games, library or school programs (Battle of the Books). A great idea for May: use senior pictures and a map of the U.S. with yarn and tacks to show where students are going after they graduate.

Planning Bulletin Boards

Planning bulletin boards can be fun you won't enjoy it as much if you don't plan ahead. It is advisable to set a schedule for changing your bulletin boards and plan your boards for the whole year. Get materials together early so that the actual change can be done quickly with little disruption to the library activities. Student or parent volunteers can help with bulletin boards but you should make the decisions about the topics so they can relate to study units, school activities or library themes.

Sources of Materials for Bulletin Boards

Materials for display boards are available in many types including hook and loop, magnetic felt, paper, or miscellaneous items. You can let your imagination run wild when you are planning bulletin boards. Wrapping paper, wallpaper, fabric, calendars, clothing, costumes, and toys can be used as a focal point or interest element in bulletin boards. [Tip: Take a theme calendar with 12 related pictures, use construction paper to "frame" the pictures, choose a few related books to list or display, and you have a nearly instant display.]

Teacher-supply stores and school supply catalogs stock a variety of pre-made materials. Library promotional materials are available from a number of companies including Upstart, Demco, and ALA. Card shops sell commercial holiday decorations that can be used for bulletin boards and displays. You may also make some of your own. An Ellison Lettering Machine will be helpful in making your own borders and cut-outs. Clip good ideas for bulletin boards from periodicals and newspapers. Some publications such as The School Librarian's Workshop include sketches and instructions for doing bulletin boards. Take notes or file the ideas you expect to use.

Choose items for purchase that can be used in different ways when possible. You will want to recycle all of these things. School libraries have the same students for several years so you will want to vary each year's holiday decorations. Consider exchanging decorations with librarians in other libraries and schools.

Order what you can afford. Commercial decorations in your local stores will be on sale after the holiday, so that is a good time to stock up on additional items. Many school librarians buy these items themselves as budgets do not always allow for decorative items. Parent donations or library fund-raisers might be sources for library decorations.

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[1] Ideas submitted by Tiki Levinson.

Managing Bulletin Board Materials

You will probably have separate holiday boxes in your storage area for seasonal items. Materials can be arranged by holiday, subject, month of the year, or season. Label each box clearly. Take a picture of the bulletin boards and displays that you may want to use again. Keep a file of pictures so that you can easily duplicate materials with little effort. Include a notation of the dates used. Subject-specific ideas may be best filed with the subject. You may want to add index access by format to facilitate use.

You can laminate materials to protection of items for future use. You can use plastic sleeves or envelopes to protect pictures and other small items. Large cardboard file drawers hold a great deal of miscellaneous materials. You can use one for each holiday, each month, or each season. Lightweight boxes can be stored on high shelves in your back room. Your collection of bulletin board materials will probably be for your own use. Be sure to discard materials when they look worn or when you are tired of them.

Bulletin Board Books[2]

- Bauer, Caroline Feller. *Celebrations: Read-Aloud Holiday and Theme Book Programs.* Wilson, 1985. ISBN 0-8242-0708-4 A sourcebook for read-aloud and activity programs which provides bulletin board designs to match.
- Canoles, Marian L. *The Creative Copycat, The Creative Copycat II, The Creative Copycat III.* Libraries Unlimited, 1982, 1985, and 1988 respectively. ISBN 0-87287-340-4, 0-87287-436-2, 0-87287-576-8. Bulletin board designs on both seasonal and subject themes.
- Jay, M. Ellen. *Motivation and the School Library Media Teacher.* Library Professional, 1988. ISBN 0-208-02171-X. Working bulletin boards which involve active participation from students.
- Kohn, Rita, and Kriysta S. Tepper. *Have You Got What They Want? Public Relations Strategies for the School Librarian/Media Specialist: A Workbook.* Scarecrow Press, 1982. ISBN 0-8108-1481-1. Bulletin boards which promote the library and its programs.
- Mallett, Jerry J. *Library Bulletin Boards and Displays Kit.* Center for Applied Research for Education, 1984. ISBN 0-87628-533-7. Ideas for displays which motivate children to read and help them learn library skills.

Selected References on Bulletin Boards from ERIC

- Vidor, Constance "Easy Bulletin Boards and Displays for School Library Media Centers." *School Library Media Activities Monthly.* V.10, no. 2, pp. 36-37. Oct. 4, 1993.
- Hauck, Marge, and Olivia Merz. "Distinctive Displays;" *Instructor.* v. 102, no. 1. pp. 59-60. Jul-Aug 1992.
- "Theme Section: Bulletin Boards, Displays, and Special Events." *Book Report.* v. 9, no. 4, pp. 14-33. Jan-Feb. 1991.

Based on information from: Sitter, Clara. *The Vertical File and its Alternatives.* Englewood, Colorado: Libraries Unlimited, 1992. pp. 156-157.

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[2] Suggested in *The School Librarian's Sourcebook* by Claire Rudin, R.R. Bowker, 1990. ISBN 0-8352-2711-1.

Caldecott Medal Winners

First awarded in 1938, the Caldecott Medal is given by the American Library Association division, Association for Library Service to Children, annually to recognize the illustrator of the outstanding picture book for children published in the United States during the preceding year. The award is named for Randolph Caldecott (1846-1886), an English illustrator. Many school libraries purchase the newest medal winner and the honor books named with it each year. Most book sellers mark the winning books with gold or silver medal stickers. Because there are so many reading activities available in workbooks and commercial teaching materials which are based on the Caldecott winners, it is perhaps best not to weed any Caldecott books from a collection unless they are in extremely bad shape.

(Illustrator is listed first with the author following unless the illustrator also wrote the text.)

1938	Dorothy Lathrop, Helen Dean Fish	*Animals of the Bible*
1939	Thomas Handforth	*Mei Li*
1940	Ingri and Edgar Parin d'Aulaire	*Abraham Lincoln*
1941	Robert Lawson	*They Were Strong and Good*
1942	Robert McCloskey	*Make Way for the Ducklings*
1943	Virginia Lee Burton	*The Little House*
1944	Louis Slobodkin; James Thurber	*Many Moons*
1945	Elizabeth Orton Jones; Rachel Jones	*Prayer for a Child*
1946	Maude and Miska Petersham	*Rooster Crows*, traditional Mother Goose
1947	Leonard Weisgard; Golden MacDonald	*The Little Island*
1948	Roger Duvoisin; Alvin Tresselt	*White Snow, Bright Snow*
1949	Bert and Elmer Hader	*The Big Snow*
1950	Leo Politi	*Song of the Swallows*
1951	Katherine Milhous	*The Egg Tree*
1952	Nicolas Mordvinoff; Will Lipkind	*Finders Keepers*
1953	Lynd Ward	*The Biggest Bear*
1954	Ludwig Bemelmans	*Madeline's Rescue*
1955	Marcia Brown; Charles Perrault	*Cinderella, or the Little Glass Slipper*
1956	Feodor Rojankovsky; John Langstaff	*Frog Went A-Courtin'*
1957	Marc Simont; Janice May Udry	*A Tree is Nice*
1958	Robert McCloskey	*Time of Wonder*
1959	Barbara Cooney (adapted from Geoffrey Chaucer)	*Chanticleer and the Fox*
1960	Marie Hall Ets and Aurora Labastida	*Nine Days to Christmas*
1961	Nicolas Sidjakov; Ruth Robbins	*Baboushka and the Three Kings*
1962	Marcia Brown	*Once a Mouse...*
1963	Ezra Jack Keats	*The Snowy Day*
1964	Maurice Sendak	*Where the Wild Things Are*
1965	Beni Montresor; Beatrice Schenk de Regniers	*May I Bring a Friend?*
1966	Nonny Hogrogian; Sorche Nic Leodhas	*Always Room for One More*
1967	Evaline Ness	*Sam, Bangs & Moonshine*
1968	Ed Emberley; Barbara Emberley	*Drummer Hoff*
1969	Uri Shulevitz; Arthur Ransome	*Fool of the World/Flying Ship*
1970	William Steig	*Sylvester and the Magic Pebble*
1971	Gail E. Haley	*A Story-A Story*
1972	Nonny Hogrogian	*One Fine Day*
1973	Blair Lent; retold by Arlene Mosel	*The Funny Little Woman*
1974	Margot Zemach; Harve Zemach	*Duffy and the Devil*
1975	Gerald McDermott	*Arrow to the Sun*
1976	Leo and Diane Dillon; retold by Verna Aardema	*Why Mosquitoes Buzz in People's Ears*
1977	Leo and Diane Dillon; Margaret Musgrove	*Ashanti to Zulu*
1978	Peter Spier	*Noah's Ark*

1979	Paul Goble	*The Girl Who Loved Wild Horses*
1980	Barbara Cooney; Donald Hall	*Ox-Cart Man*
1981	Arnold Lobel	*Fables*
1982	Chris Van Allsburg	*Jumanji*
1983	Marcia Brown, Blaise Cendrars	*Shadow*
1984	Martin and Alice Provensen	*The Glorious Flight*
1985	Trina Schart Hyman	*Saint George and the Dragon*
1986	Chris Van Allsburg	*The Polar Express*
1987	Richard Egielski; Arthur Yorinks	*Hey, Al*
1988	John Schoenherr	*Owl Moon*
1989	Stephen Gammell; Karen Ackerman	*Song and Dance Man*
1990	Ed Young	*Lon Po Po*
1991	David Macaulay	*Black and White*
1992	David Wiesner	*Tuesday*
1993	Emily Arnold McCully	*Mirette on the High Wire*
1994	Allen Say	*Grandfather's Journey*
1995	David Dian; Eve Bunting	*Smoky Night*

Calendar for Management

Some school librarians find it helpful to develop calendars for tasks that must be done on a schedule. Separate calendars can be prepared for various positions such as student or volunteer jobs, An annual calendar listing the management tasks may be helpful in scheduling your time so that important deadlines are met.

To start an annual calendar, list each month and leave space below it to write the tasks that need to be done. Many of the general items will come up about the same time each year. Once you have the framework of the calendar you can file the master copy and begin tailoring the current one for your school year. Fill in the school and community holidays and special dates including exams, grading periods and parent conferences. Some of the general items for the framework might include the following:

August
- Plan bulletin boards for the year
- Prepare back to school bulletin board
- Update and print your guide for teachers
- Update and print guide for students
- Check supplies on hand; order any that are needed
- Talk with teachers to see how you can work together

September
- Interview students for volunteer positions
- Organize parent volunteers

October
- Reading promotion program

November
- Make plans for Battle of the Books participation

December

January
- Withdraw old or worn magazines
- Mail registration for AkLA conference
- Get school Battle of the Book tournament set-up

February
- Order award winning children's books
- Plan National Library Week activities
- Participate in state tournament for Battle of the Books

March
- Attend AkLA Conference
- Begin talking with faculty regarding curriculum needs for next year

April
- Estimate program needs for next year
- Buy books for next year's Battle of the Books

May
- Find volunteers to help with inventory and weeding
- Make notes for updating your guide for teachers
- Make notes for updating your guide for students

June
- Inventory and weed the collection
- Send book orders
- Write annual report for your principal

Annual Tasks to be scheduled
- Magazine order
- Plan book fair

Calendar for Special Events

There are a number of special events you will want to mark on your calendar. Some Alaska and national events have been provided with space to add local or other special events for your school or district.

August
- Alaska State Fair (Palmer, Alaska) 10 days ending on Labor Day.
- PNLA Conference. Usually the first week in August.

September
- Banned Books Week (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611)
- International Literacy Day (Newspaper Association of American Foundation Newspaper Center, Box 17407, Dulles Airport, Washington, DC 20041; 703-648-1000)
- Library Card Sign-up Month (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611)

October
- AASL National Conference October or November even years.
- Alaska Day October 18. Anniversary of the formal transfer of the Territory and the raising of the U.S. flag at Sitka in 1867.

November
- American Education Week (National Education Association, 1201 Sixteenth St., Washington, CD 20036; 202-833-4000)
- National Children's Book Week (Children's Book Council, 568 Broadway, Suite 404, New York, NY 10012; 212-966-1990) (Usually the teen week in November)
- National Young Reader's Day (Sponsored by Pizza Hut in cooperation with the Center for the Book. Call 800-4-BOOK IT.)

December
- Holiday season; traditional school holiday last ten days of December.

January
- AECT National Conference Late January or early February; annual.
- ALA midwinter meeting Mid to late January for association business; annual.
- Alaska admitted to the union as the 49th state January 3, 1959.
- Martin Luther King, Jr. Federal Holiday (Federal Holiday Commission, 451 Seventh St. SW, Washington, DC 20410)
- National Book Week (National Book Awards, 264 Fifth Avenue., 4th floor, NY, NY 10001; 212-685-0261) Usually the third week in January)

February
- Black History Month (ALA Graphics Public Information Office, 50 E. Huron St., Chicago, IL 60611)
- Fur Rendezvous (Anchorage)
- Love of Reading Week Usually the teen week in February.
- Yukon Quest International Sled Dog Race

March
- Alaska Earthquake Anniversary Good Friday, March 27, 1964.
- Alaska Library Association Annual Conference Usually early March.
- Freedom of Information Day (ALA Public Info. Office, 50 E. Huron St., Chicago, IL 60611)
- Iditarod Trail Sled Dog Race Usually begins in Anchorage the first Saturday in March and ends 10-14 days later in Nome.
- National Women's History Week
- Seward's Day (Alaska) Last Monday in March. Commemorates the signing of the treaty when the United States bought Alaska from Russia.

April
- Great American Read Aloud (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611) or Night of a Thousand Stars, Wednesday of National Library Week.
- International Children's Book Day (International Board on Books for Young People, c/o International Reading Association, Box 8139, Newark, DE 19714; 202-731-1600)
- Library Legislative Day (ALA Washington Office, 110 Maryland Ave. NE, Washington, DC 20002; 202-547-7363)
- National Library Week (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611) Usually the third week in April)
- Reading is Fun Week (Reading is Fundamental, Smithsonian Institution, 600 Maryland Ave. SW, Suite 500, Washington, DC 20560; 202-287-3220)
- School Library Media Month (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611)

May
- Graduations, awards, winding down the end of school activities.

June-July
- ALA National Reading Program (ALA Public Information Office, 50 E. Huron St., Chicago, IL 60611)
- ALA National Conference Usually the last week of June.
- Read, America! Week (Read America, P.O. Box 1641, Sheperdstown, WV 25443; 304-876-0569)

Additional Resources:
School Library Media Activities Monthly. Each issue includes an Activities Almanac (8-10 pages) of events and holidays. Addresses, telephone numbers and ideas are included. Also "Into the Curriculum" section includes many ideas each month. (School Library Media Activities Monthly. LMS Associates, 17 East Henrietta Street, Baltimore, MD 21230.)

Call Numbers and Classification

The first part of a call number is derived through a classification system. In general, any classification is used to systematically group together items that have similar characteristics. Materials are classified for basically two reasons: 1) to enable them to be found quickly and easily, and 2) to bring together on the shelf materials that deal with similar subjects. Libraries group or classify materials by subject as well as by format (for instance, video or microfiche), size (regular or oversize), circulation policy (reference, reserve, or circulating), or type (periodicals, government documents).

The term 'call number' stems from the time when library collections were shelved on closed stacks and patrons not allowed direct access or browsing. Patrons 'called' for a book by turning in a slip with a shelf location number, and the item was brought to them. In the U.S., most libraries now have open stacks.

Knowing about call numbers is essential for finding materials because they are shelved in alphabetical and numerical order by call number. It will also help you understand how information is organized in a library and improve your ability to do research. A call number is a unique number that combines an item's classification or class number (composed of both letters and numerals) as well as an author or title number (also composed of letters and numerals). The latter may be followed by a date indicating the item's year of publication. The call number thus indicates each item's major subject content and physical shelf location.

Subject classification enables materials dealing with similar subject matter to be grouped together. There are many classification systems, but libraries in the U.S. most often use two: public and school libraries usually employ the Dewey Decimal System, while most college and university libraries use the Library of Congress (LC) Classification System.

The second part of a call number usually represents the author's last name. Biographies or books about people may have the second part represent the subject so that all books about a person are shelved together.

Dewey Decimal Classification System (DDC)

The Dewey Decimal Classification (DDC) was developed by Melvil Dewey and first published in 1876. DDC divides knowledge into 10 subject areas and uses three digit numbers plus decimals to classify materials. It is universally used in school libraries.

You can find the DDC of a book by looking up the MARC (machine-readable cataloging) record on a database such as LaserCat. Another source is the CIP (cataloging in publication) information printed on the verso (back side) of the title page of the book. A summary of the DDC is reprinted on the next page.

Library of Congress Classification System (LC)

The LC Classification System, developed in 1897, divides knowledge into 21 broad subject classes and identifies each by single letters of the alphabet, A through Z. (Five letters--I, O, W, X, and Y--are not used.) Combinations of letters and numbers (alpha-numeric system) indicate subtopics within classes and subclasses. The following outline shows the broad subject classes.

A	General Works		
B	Philosophy, Psychology, Religion		
C	Auxiliary sciences of history		
D	History: General and Old World		
E-F	History: Western Hemisphere		
G	Geography, Anthropology, Recreation		
H	Social Sciences		
J	Political Science		
K	Law		
L	Education		
M	Music		
N	Fine Arts		
P	Language and Literature	Q	Science
R	Medicine	S	Agriculture
T	Technology	U	Military Science
V	Naval Science	Z	Bibliography: Library Science

LIBRARY OF CONGRESS CLASSIFICATION SYSTEM BROAD OUTLINE

Dewey Decimal Classification System

000	**Generalities**
010	Bibliography
020	Library & Information science
030	General encyclopedic works
040	
050	General serials & indexes
060	General organizations
070	News media, journalism, publishing
080	General collections
090	Manuscripts & rare books
100	**Philosophy & psychology**
110	Metaphysics
120	Epistemology, causation, humankind
130	Paranormal phenomena
140	Specific philosophical schools
150	Psychology
160	Logic
170	Ethics
180	Ancient, medieval philosophy
190	Modern Western philosophy
200	**Religion**
210	Natural theology
220	Bible
230	Christian theology
240	Christian moral ... theology
250	Christian orders & local church
260	Christian social theology
270	Christian church history
280	Christian denominations & sects
290	Other & comparative religions
300	**Social sciences**
310	General statistics
320	Political science
330	Economics
340	Law
350	Public administration
360	Social services
370	Education
380	Commerce, communications
390	Customs, etiquette, folklore
400	**Language**
410	Linguistics
420	English & Old English
430	Germanic languages
440	Romance languages French
450	Italian...
460	Spanish & Portuguese languages
470	Italic languages; Latin
480	Hellenic languages; Classical Greek
490	Other languages
500	**Natural sciences & mathematics**
510	Mathematics
520	Astronomy
530	Physics
540	Chemistry
550	Earth sciences
560	Paleontology
570	Life sciences
580	Botanical sciences
590	Zoological sciences
600	**Technology (Applied sciences)**
610	Medicine
620	Engineering
630	Agriculture
640	Home economics & family living
650	Management
660	Chemical engineering
670	Manufacturing
680	Manufacture for specific uses
690	Buildings
700	**The arts**
710	Civic & landscape art
720	Architecture
730	Plastic arts Sculpture
740	Drawing & decorative arts
750	Painting & paintings
760	Graphic arts; printmaking and prints
770	Photography and photographs
780	Music
790	Recreational & performing arts
	800 Literature and rhetoric
810	American literature
820	English & Old English literature
830	Literature of Germanic languages
840	Literature of Romance languages
850	Italian...
860	Spanish & Portuguese literature
870	Italic literature; Latin
880	Hellenic literature; Classical Greek
890	Literature of other languages
900	**Geography & history**
910	Geography & travel
920	Biography
930	History of the ancient world
940	General history of Europe
950	General history of Asia; Far East
960	General history of Africa
970	General history of North America
980	General history of South America
990	General history of other areas

CD-ROM Searching[1] and CD-ROMs

General

There are a few general tricks to searching electronic databases that can save time. Features vary, but many databases offer similar options. Most electronic indexes provide for several ways to search. "Browse" and "keyword" are the most common.

Browse searching is much like opening a dictionary to the word you want--it simply places you alphabetically where your word or phrase falls in place. Generally the fastest way to search but browsing does require some knowledge of what you are looking for when you enter your term. It also displays other terms in alphabetical order, so that you can easily move to related terms.

Keyword searching gives the user more flexibility by looking throughout the database and pulling all items with the word you have entered. This usually results in many "hits" and can be a helpful feature if you are having trouble finding references. It will be a slower search and can really "hang up" a system if you put in very broad terms, such as "people" or "Germany". Use keyword searching only after you have tried browsing and have not been able to locate enough information.

Field Searching

Field searching involves instructing the search mechanism to look only in a particular area, or "field", of the database to locate a record. For example, if you enter "Twain" in the *TITLE FIELD* for the search, you will retrieve all the records which have Twain as a word in the title, but none of the records which list Twain as the author. ***General field searching*** is similar to the manual card-catalog access under author, title or subject. Most electronic databases can be searched using a variety of fields. In addition to author, title and subject, searching can often be done by publication year, language, source or some other distinguishing feature.

Combined Searches

Combining words or search concepts is one of the most valuable features available when using electronic indexes. There are several ways you can use this feature to make your search better. Proximity searching and logical operators are two ways of combining words or terms.

Proximity searching is an advanced technique for searching for phrases with words adjacent to each other such as "classroom management." Commands vary but examples include connecting words by hyphens and enclosing with parentheses. The command "near" with a specified number usually indicates that the two words must be within that many words of each other or in the same sentence. The command "with" generally means that both terms must be in the same field.

Logical operators--AND, OR and ***NOT***--are useful commands in searching. The concept of logical operators is based on Boolean logic or Boolean algebra, named for mathematician George Boole (1815-1864). The operators AND, OR, and NOT are used to place search terms into logical groups. A Venn diagram using closed circles to represent sets helps to illustrate combining sets in the search strategy.

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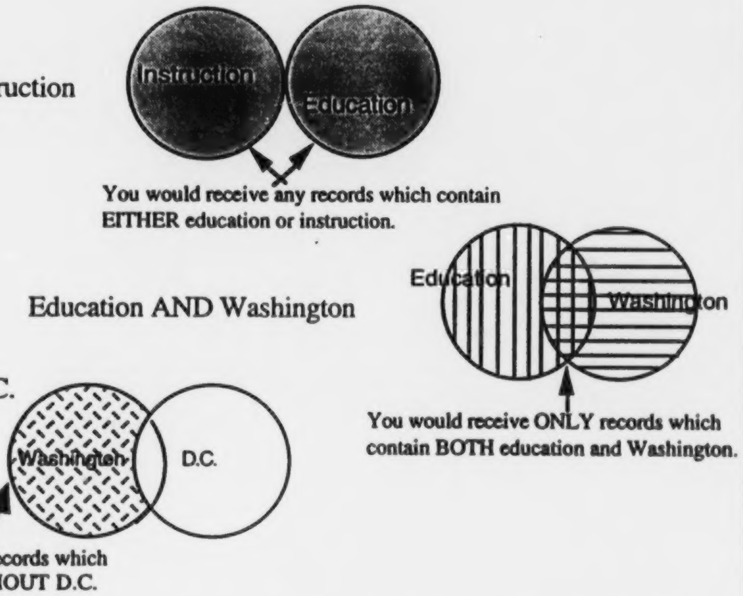
[1] From: Sitter, Clara L. *Guide.....* Anchorage: University of Alaska, 1994.

If you ask for:

Education OR Instruction

Education AND Washington

Washington NOT D.C.



You would receive any records which contain EITHER education or instruction.

You would receive ONLY records which contain BOTH education and Washington.

You would receive ONLY records which contain Washington WITHOUT D.C.

LOGICAL OPERATORS

Special Features for Searching

Truncation is a technique for searching variant spellings and word endings by using the beginning of the word followed by a symbol to replace any characters following. Truncation is available in many databases and frequently uses a # or ? or * symbol with the stem word; for example crim* would retrieve subjects related to crime, criminal, criminology, etc., but would also find crimson.

Wildcard symbols are similar to truncation symbols and are used in searching variations in spellings.The wildcard symbol is used as a substitute for letters within the word.

Exporting Information

Printing is an option with many databases. Downloading (onto a floppy disk) is possible in most of the databases and workstations can be set up to provide for it.

Interactive Options

Some databases offer features to permit you to manipulate the data before you download or print. Selecting (sometimes called "marking") items is common. Deleting and adding information is possible in some. It may be easier to do editing in your wordprocessor.

Function Keys and Other Standard Commands

Most programs use function keys (at the top of the keyboard) to provide shortcut commands. F1 is frequently the "Help" command. Standard keyboards include "page up," "page down," arrow keys (up & down move one line at a time), "print screen," and tab (to the next field). Generally command options are shown on the screen at the bottom.

Information in the Entry

Once you have located your search, check how much information is provided in the "hit." Usually there is another command to go deeper in the database for more information.

Library catalogs may provide a "full record" (including assigned subject headings, illustrators, joint authors, language, etc.), an indication of which libraries own the item, and may even show whether the item is available for checkout.

Databases providing magazine citations may provide abstracts or full-text articles in some cases. Annotations may vary in length from a sentence to a very descriptive paragraph.

SUMMARY TIPS FOR CD-ROM SEARCHING

General

Browse searching

- fastest way to search
- strict alphabetical order; like opening a dictionary
- all words must be entered in sequence; example in title search: Old Man and the Sea
- use when you know what you are looking for

Keyword searching

- slower (especially databases on the local area networks)
- more flexibility
- good to use if you are having trouble locating references
- use only key words (example: *old man sea)*
- omit "stop words" such as: *and, the,* also *that, which*

Field Searching

General field searching

- traditional fields: author, title, subject
- new fields including: publication year, language, source, abstract, number

Combined Searches

Logical operators

- AND, OR and NOT

Proximity searching, operators, grouping terms

- NEAR, WITH
- statement reads left to right

Special Features

Truncation

- use the root word or stem followed by a symbol to replace any characters following the symbol to search variant spellings and word endings
- common symbols include # or ? or * with the stem word; example:

crim*
crim e
crim inal
crim inology

Wildcards

- substitute for a letter or letters within the word
- use with variations in spelling
- varies but often represented by a $, * or ? example: wom?n to retrieve records for women & woman.

TIPS FOR IMPLEMENTING CD-ROM TECHNOLOGY IN A SCHOOL LIBRARY

CD-ROMs create a learning environment which is rich with color, sound, movement, and information using text, graphics, animation, and video to allow interactive student participation in learning. Charting his own course through an enormous amount of presented material allows a student to make decisions and control his own pace. Inductive reasoning and problem-solving are an integral part of this fluid learning.

CDs can be either networked or stand-alone, according to the needs and budget of a school and library. A stand-alone may have one or more CD drives attached. A network may be local (that is, contained within the library or school) and consist of many stand-alones which are hooked together to share resources, or it can have a CD server running only as a CD machine with many drives mounted on the network. Another configuration may have CDs downloaded onto a file server (such as a Novel server) so that the CD information runs faster on the network, since hard drives are faster than CD drives.

In selecting equipment, give special consideration to printing or storing the results of the information searches. Some CD programs provide the capability of downloading information to a student's disk for later word-processing operations. Some allow students to load information onto a "scratch pad" within the program, and do some cut and paste operations before printing out. Some only allow the printout of the information as it appears on the screen. If you will allow students to print out from their searches in the library, consider the number and speed of printers attached to your computers, and also think about the noise factor in deciding on dot-matrix, ink-jet or laser printers.

Downloading graphics, sounds or video for use in desktop presentations requires even more sophistication in computer usage and lots of memory space.

There are over 3,000 CD-ROM discs published, and a goodly number of them have some claim to educational use. Librarians who wish to purchase wisely in this technology must read reviews, just as they do for print materials, and discuss choices with other librarians who have already made selections. Your decisions on equipment will affect your software purchases.

To participate in on-line discussions of discs, subscribe to LM_NET (see entry under *Muskox*/M-2, p. 4). For reviews, subscribe to *Technology Connection, School Library Media Activities Monthly,* or *MultiMedia Schools* (see entry under *Periodicals*/P-1).

Separate CD-ROM catalogs can be obtained from these library vendors:

Library Video Co.
PO Box 1110
Bala Cynwyd, PA 19004
(800) 843-3620
Highly descriptive catalog, can pre-process items if requested.

Ingram Library Services Multimedia Catalog
PO Box 3006
La Vergne, TN 37086
(800) 937-5300
Arranged by broad subject, with annotations including system requirements and ISBNs.

Baker&Taylor Software/Multimedia Catalog
3850 Royal Ave.
Simi Valley, CA 93063
(800) 775-4100
Listed by publisher with subjects listed in table of contents.

UPDATA
1736 Westwood Blvd.
Los Angeles, Ca 90024
(310) 474-5900
"Largest single source of CDs available".
Lists new and forthcoming titles.

Specifics of equipment requirements, software suggestions, costs, and vendors are available at the School Library/Media Coordinator's office.

Censorship & Controversial Materials

Before the censor comes:

1) Write and campaign for your school board to adopt a collection development policy (be sure to do this **before** any incident). Samples of collection development policies are available from other school districts, ALA and other professional publications, and from the State School Library/Media Coordinator (269-6568). Be sure to include the word diversity (as in diversity of opinions and ideas). If at all possible, try for the inclusion of the terms First Amendment rights and the Library Bill of Rights.

2) The collection development policy should contain provision for a written form to request review of controversial materials and should describe the make-up and bylaws for a standing Controversial Materials Review Committee. (See sample at end of this section.)

3) Be careful of wording in your policy. A new development in controversial material battles is the formation of parental committees to review library purchases prior to ordering. Be sure the language you include doesn't accidentally support this idea.

4) Identify teachers, administrators, parents, and community leaders who will probably be broad-minded and supportive in challenges to materials.

When the censor comes:

1) Remain calm...don't overreact. If the challenge is from a single parent who is concerned only about his/her own child, you have a good chance of settling amicably. **Listen** to the complaint; **agree** that a parent should have the right to control a child's reading; **suggest** the parent and you together talk to the child to set limits for his/her borrowing. DO NOT agree to remove book from collection (remember, other parents have the right for their children to have all materials available). DO NOT agree to be responsible for seeing to it that child doesn't check out these materials (you may fail to be the perfect policeman and shouldn't be put into the role...this is a matter between parent and child). Be sure to notify your principal how this matter was resolved.

2) If these actions don't satisfy the parent, ask your principal to meet with you and the parent (hopefully, your principal is likely to support your actions). If this doesn't resolve the matter, give the parent the district-approved form to fill out. Frequently this will never go further.

3) If the form is returned and referred to your district's Controversial Materials Review Committee, be prepared to testify about the book at their meeting. Do your homework ...have these facts ready:

- a) Why was this book selected for your library? (Bring copies of reviews).
- b) What is the usage/circulation pattern for this book?
- c) Which other libraries in your district and state-wide have this book? What is their experience with it?
- d) Why do you think this book is valuable for your collection?

Speak rationally and in a low-key. Your opponents may be highly emotional. You need to contrast with them. If possible, have some people from your support group (identified above) speak in favor of the book.

4) The confrontation over this book may be much more serious if there is an organized group behind the complaint. Sometimes it is difficult to tell if that's what you are facing. Some clues:

a) Complainants want not just their own child but every child "protected" from the book.
b) Some of the complainants have no children in your school system.
c) Money is spent in publicizing and spreading their viewpoint.
d) The same words and phrases are repeated by several people at different times.

5) If this is the type of battle you face, there are people you can notify who will be willing to help:

a) Your local (or the state) AkLA chapter (see the entry under Associations and Organizations/A-6). The Intellectual Freedom representative will notify the state chairperson, June Pennell-Stephens of Fairbanks.
b) The ALA Intellectual Freedom Office, headed by Judith Krug. (800-545-2433 x 4223)
c) The State School Library/Media Co-ordinator. (907-269-6568)
d) Alaska Civil Liberties Union office. (907-276-2258)
e) People for the American Way. (800-326-7329)
f) The book's publisher's public relations office (explain the problem and ask for their file on the book).
g) National Coalition Against Censorship. (212-724-1500)
h) Freedom to Read Foundation. (312-944-6780)

Each of these people or offices will send materials, information and, most importantly, support for you.

After the censor comes:

1) Whether the decision satisfies you or not, be sure to mind your manners. Write thank-you's to everyone who helped, thanking them for their support for the book and the principles of intellectual freedom (rather than for you). You will need their support again.

2) Remember, please:

1) Not every book is in the place it should be. When a book is challenged, look at it again. Don't be intimidated into moving or removing the book, but using your own standards of selection, decide if this book really belongs where it is. If so, prepare to defend it. If not, move it to where it belongs with a clean conscience. Not every puchasing or placement decision is worth fighting for.

2) Whether the fight is won or lost, it is the book which wins or loses...not you. Easy to say and hard to do...don't take this personally.

3) Don't put yourself into such a position that your job is on the line over this book. Your principal, superintendent, and school board do have the power, if not the right, to remove a book. Try not to make yourself a victim in this battle. After all, you are needed to put up a fight for the next book...and there will be a next one.

Bibliography of materials available for loan from Alaska State Library:

Call School Library/Media Coordinator at 269-6568 to arrange loan and for additional help.

Censorship and Selection: Issues and answers for schools. Harry Reichman. American Library Assn. and American Assn. of School Adminstrators, 1993.

Aimed at both librarians and administrators. Has a listing of issues which may stir controversy and recommends steps to avoid or to deal with it without compromising intellectual freedoms. Has sections on legal issues and samples of policies, etc.

Censorship: A guide for successful workshop planning. Linda Schexnaydre, Nancy Burns, et al. Oryx Press, 1984.

A manual for presenters of workshops on all phases of censorship, including handouts for duplication and transparency masters.

Intellectual Freedom Manual: Fourth edition. compiled by Office for Intellectual Freedom, American Library Assn., 1992.

Sections of this book are general in scope, while others specifically apply to school library situations. The history of the development of ALA positions on censorship issues is included as well as advice on handling problems.

Preserving Intellectual Freedom: Fighting censorship in our schools. Jean E. Brown, editor. National Council of Teachers of English, 1994.

Includes articles (many written by practicing teachers and librarians) on all facets of censorship in schools and many practical ideas on dealing with it.

School Censorship: An emergency response manual. Barbara Dority, editor. Washington Coalition Against Censorship, 1989.

Although written very specifically for Washington state librarians, the concrete suggestions (including those for parents and children who are concerned about issues of freedom of access) make this a valuable source of help.

Selection Policies and Reevaluation Procedures: a workbook. Minnesota Coalition Against Censorship, 1991.

A handbook for the preparation of a collection development policy for a school or district, this book contains samples of wordings and policies from many Minnesota schools.

SEND FOR THIS FREE RESOURCE:

First Amendment First Aid Kit

Write to Bantam Doubleday Dell, 1540 Broadway, New York, NY 10036
or FAX (212) 782-9452.

This kit "is intended to be a quick reference guide, providing information about who to talk with, how to respond, and what to do when confronted with challenges to titles in your schools and libraries. The kit is not comprehensive, but we hope it will be an easy-to-use index to sources of information, help, and support."

CITIZEN'S REQUEST FORM FOR REEVALUATION OF LEARNING RESOURCE CENTER MATERIALS

Initiated by____

Telephone______________Address__________________________

REPRESENTING

Self____________ Organization or group_______________________
(name)

School____

MATERIAL QUESTIONED

BOOK: author______________________title____________________

AV MATERIAL: kind of media_______________________________
(film, filmstrip, record, etc.)

title____

OTHER MATERIAL: identify________________________________

Please respond to the following questions. If sufficient space is not provided, please use additional sheet of paper.

1. Have you seen or read this material in its entirety? ____________________
2. To what do you object? Please cite specific passages, pages, etc._______________
3. What do you believe is the main idea of this material?__________________
4. What do you feel might result from use of this material?__________________
5. What reviews of this material have you read? ____________________
6. For what other age group might this be suitable? ____________________
7. What action do you recommend that the school take on this material?_______________
8. In its place, what material do you recommend that would provide adequate information on the subject?________________________________

__________________ ____________________________

Date Signature

Certification

To be certified as a School Librarian in Alaska, you may follow either of two paths:

Regular certificate: Requires the completion of a teacher education program and the granting of a **Type A** - Teaching Certificate, either K-12 or in a secondary curriculum area.Then added to this is an endorsement as a School Librarian for the level (K-8 or secondary) at which the teaching certificate is issued. This endorsement requires the recommendation of the preparing institution (the university or college at which the training was done).

Special Services certificate: Requires the completion of a program in librarianship but not in teacher education. The certificate is a **Type C** which is qualified for both K-8 and secondary schools. This certificate requires the recommendation of the preparing institution.

In practice, recommendations for endorsements to Class A certificates from preparing institutions are usually based on either a master's degree (MLS) or 18 semester hours of training in school library related subjects. Each institution has its own list of subjects, but commonly at least 6 of the following are required:

1) Library management
2) Collection development
3) Reference
4) History and theory
5) Literature (at the appropriate level)
6) Organization and classification of materials
7) Computers in library applications

Typically, school districts prefer to hire librarians with Type A certificates and library endorsements for building level jobs. Actual classroom experience is also considered a plus. Those librarians who are using Type C certificates find it difficult to find jobs unless they hold a master's degree (MLS) rather than a bachelor's. There are, of course, exceptions to these generalities based on each individual position.

See the entry under *Library Schools*/L-3 for information on obtaining the training needed for certification.

Clip Art

You can never have too much clip art[1]. Copyright-free illustrations are available in books, periodicals, computer programsand just by careful observation. When you are designing a flyer or newsletter it is hard to find the right illustration unless you have a large selection. You will use clip art for your own public relations, but your teachers may also appreciate the availability of clip art in your library.

Tips for Organizing and Managing Clip Art "Clippings"

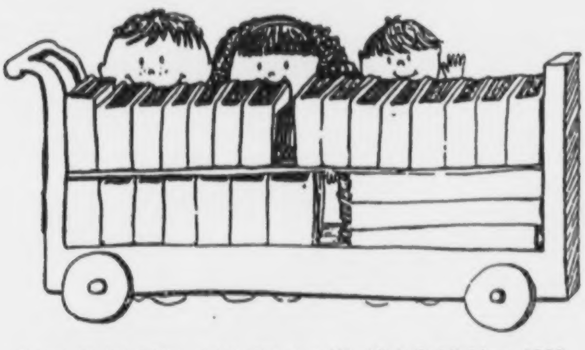
- Handle clip art materials carefully so you can preserve a clean copy to be copied.
- Keep your clip art materials together.
- Use files, notebooks, envelopes, pocket envelopes, or boxes to house and protect your collection.

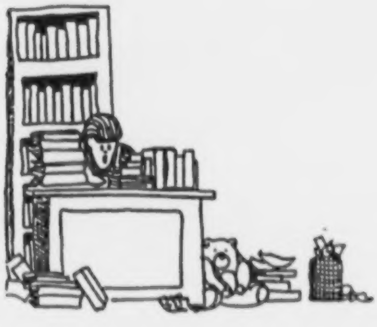
Sources of Clip Art

The easiest way to get a large selection of clip art is to buy it. There are lots of computer files of clip art on the market as well as books of clip art that can be used to "cut and paste."

- Dover Press offers an electronic clip art library and a selection of inexpensive books.
- Carol Bryan Imagines publishes *Library Imagination Paper*, a four-page quarterly with ready-to-use clip art for bookmarks headings, miscellaneous illustrations, and ideas for public relations. It is excellent!
- *Library PR* published by LEI, Inc, is a bimonthly publication with information on library publicity and promotion. Each issue includes a 11" x 17" centerfold poster or two pages of clip art.
- ALA Graphics frequently has clip art available.
- Libraries Unlimited publishes several clip art resources including:
  - Bradbury, Phil. *Border Clip Art for Libraries.* 1989.
  - Gay, Judy. *ClipArt and Dynamic Designs for Libraries and Media Centers.* 1988.
- See also: Bradbury, Phil. *Library Symbol Clip Art.* Lei, Inc. 1993.
- The entry under *Reading Programs/*R-1 lists summer reading programs. Many include copyright free clip art. Other reading programs are available as ERIC documents and can be found by searching "clip art" in the ERIC database (see the entry under *ERIC/*E-2).
- An annotated bibliography of clip art sources was compiled by Liz Austrom and Ken Haycock in the March-April 1989 issue of *Emergency Librarian.* Some resources may still be available.

The sample clippings on the next pages are available for your use. Each was copied from a copyright-free source. The drawings are from books available for loan from the Alaska State Library. If you find a type of art you would like to see more of, call 269-6570 to have one of the books sent to you for a six-week circulation period.





from: *Quick Clips, ALA Clip Art III*, ALA Publishing, 1988.

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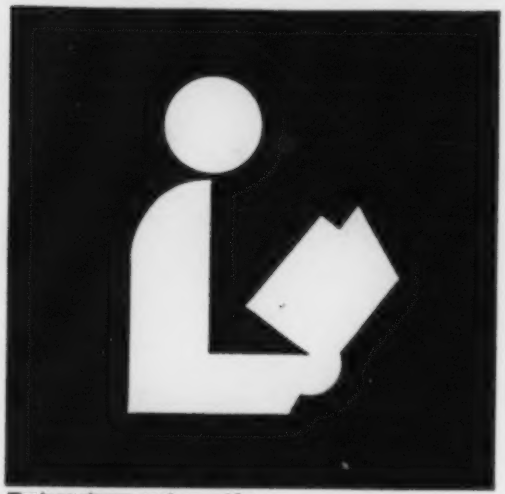
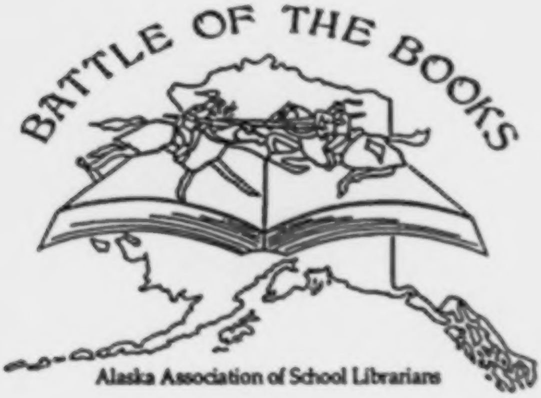
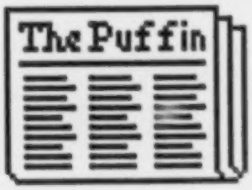
[1] Based on information from: Sitter, Clara. *The Vertical File and its Alternatives.* Englewood, Colorado: Libraries Unlimited, 1992. pp.158-159.

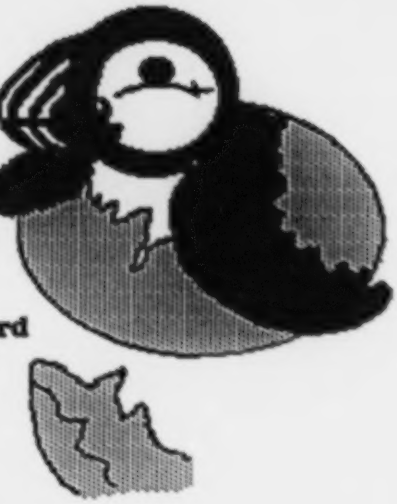
from: ALA and Alaska Association of School Librarians publications



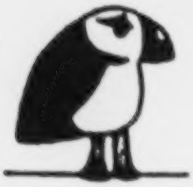
The logo shown can be used for photo reproduction.

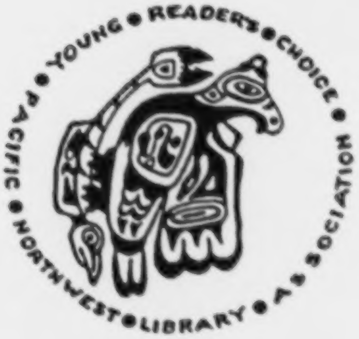

BATTLE OF THE BOOKS
Alaska Association of School Librarians





Puffin Award

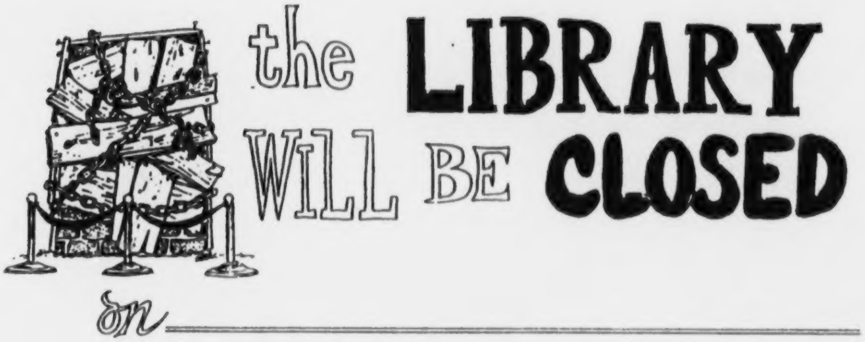



YOUNG • READER'S • CHOICE • PACIFIC • NORTHWEST • LIBRARY • ASSOCIATION

from: *MediaToons*, by Michael Obrenovich, AECT, 1989.

from: *ALA Library Clip Art*, ALA, 1983.

from: *Snip & Snicker: Copyright free drawings for schools and libraries*, Central Colorado Library System, 1989


the LIBRARY
WILL BE CLOSED
on

Competencies

Specifically what is required of the person who runs (or wants to run) the school library? Are there skills and knowledge areas which are unique to this position? Each district and many schools decide on their own requirements, but there are some lists which may help you to evaluate yourself or to plan for your professional development.

The following list is from *Enriching Education: Providing* Information Power *for Alabama Students,* Alabama State Dept. of Education, 1992. "This publication is intended to help school principals understand the components needed for an effective school library media program."

The library media specialist is responsible for managing the program, the collection and the center. Although management responsibilities are important, most professional time is spent as an information specialist, a teacher, or an instructional consultant. An information specialist secures and organizes appropriate resources, and then ensures the school community has equal access to these resources. As a teacher, the library media specialist collaborates with classroom teachers to ensure students acquire the skills they need to access, evaluate, and communicate information, and to develop knowledge of good literature. As an instructional consultant, the library media specialist confers with teachers to seek ways to improve instruction by improving resources or applying new technologies. Approximately 60 percent of a librarian's time is in providing services for students and teachers, the other 40 percent is needed for collection development and library media management.

A library media specialist should be able to:

☐ Participate as a member of the instructional team in the design, implementation, and evaluation of instruction; for example, creating learning objectives, providing relevant resources, and planning a learning activity;
☐ Systematically design, develop, implement, and evaluate a learning activity or unit of instruction;
☐ Assist students and teachers in locating, retrieving and interpreting information in various formats;
☐ Produce instructional materials that meet specific objectives and learner needs;
☐ Relate literature for children and young adults to their interests and abilities;
☐ Plan, implement, and evaluate in-service education programs;
☐ Assist students and teachers in the application of information skills;
☐ Retrieve needed information from global sources through networking and other strategies to meet the request of user;
☐ Implement procedures that promote compliance with copyright laws and confidentiality laws without infringing on the user's intellectual freedom;
☐ Systematically design, develop, implement, maintain, and evaluate a library media program;
☐ Apply management principles in operating a library media center, supervising personnel, and promoting use of the collection;
☐ Select resources and related equipment to support the total curriculum and respond to the needs of a multicultural school population;
☐ Maintain and circulate a collection of materials and related equipment;
☐ Apply the principles of spatial organization and the fundamentals of library design to achieve an effective environment for learning and leisure use; and
☐ Utilize research results to improve the library media program.

Competencies for school librarians have changed over the years. One of the most comprehensive lists of competencies was defined by Margaret Chisholm and Donald Ely[1] in which they identify ten areas of competencies including the following:

Organizational Management - to plan, establish and maintain policies and procedures

- ☐ Establishes goals of the media program
- ☐ Develops and maintains a long range plan
- ☐ Prepares and administers a fiscal plan based on operational needs
- ☐ Seeks information on supplemental funding from governmental and other sources
- ☐ Organizes services to achieve goals
- ☐ Plans media facilities; allocates and monitors space
- ☐ Accesses the degree to which the operations meet the program goals

Personnel Management - to hire, interact with and supervise personnel

- ☐ Writes job descriptions for recruiting and hiring personnel
- ☐ Recruits, hires and terminates personnel
- ☐ Conducts training for staff
- ☐ Assigns job responsibilities to specific personnel
- ☐ Supervises personnel
- ☐ Maintains job satisfaction of personnel
- ☐ Evaluates employee performance

Design - to assist teachers and learners to achieve objectives in an efficient manner

- ☐ Elicits and clarifies objectives of the teacher and/or learner
- ☐ Analyzes learner characteristics
- ☐ Assists in determining teaching/learning strategies and techniques
- ☐ Considers alternative media formats and recommends medium
- ☐ Recommends alternative learning environments
- ☐ Evaluates and modifies teaching/learning designs

Informational Retrieval - to organize all formats to facilitate access

- ☐ Determines classification system to be used for organizing materials
- ☐ Determines and implements policies relating classification to retrieval systems
- ☐ Establishes, implements and evaluates procedures for classifying and cataloging materials
- ☐ Determines policies for cataloging of materials
- ☐ Organizes and maintains retrieval mechanisms such as the library catalog
- ☐ Maintains accurate and current accession and inventory records as appropriate
- ☐ Assesses and implements automated retrieval systems as appropriate
- ☐ Develops indexes and thesauri for organizing special collections

Logistics - to acquire, store, retrieve, distribute and maintain all formats

- ☐ Arranges for preview of materials after titles have been identified
- ☐ Compiles and organizes order for materials for equipment
- ☐ Determines most appropriate source after specific materials or equipment have been identified
- ☐ Determines replacement of materials and equipment
- ☐ Receives and prepares materials for storage and circulation
- ☐ Determines the most appropriate storage arrangements for materials
- ☐ Circulates media and equipment
- ☐ Conducts inspection of materials and equipment; arranges for maintenance and repair
- ☐ Sets up and operates equipment

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[1] Chisolm, Margaret and Donald Ely. *Media Personnel in Education: A competency approach.* Prentice-Hall, 1976.

Production - the design and creation of an instructional product

- ☐ Produces audio materials
- ☐ Produces graphic and still projected materials
- ☐ Produces motion projected materials
- ☐ Produces programmed materials
- ☐ Reproduces printed materials
- ☐ Identifies specific equipment and materials required for production
- ☐ Applies rules and standards for evaluation of products

Instruction - the process of communicating information to defined audiences

- ☐ Plans and implements a public relations program
- ☐ Conducts in-service media training for teachers
- ☐ Provides information about media programs to administrators and school board
- ☐ Develops learning programs to assist individuals in using materials and equipment
- ☐ Communicates with producers and publishers regarding materials and equipment
- ☐ Establishes regular communication channels between media center personnel and users

Evaluation - examination of worth, quality and significance of media and programs

- ☐ Analyzes present and future curriculum requirements to identify materials and equipment needs
- ☐ Writes and applies criteria and guidelines for the selection, use and evaluation of materials
- ☐ Synthesizes teacher and student requests and recommendations for acquiring materials
- ☐ Collects and uses review and evaluation tools to aid in selection.

Research - the process of generating and testing theory as related to the use of media

- ☐ Defines research needs
- ☐ Reviews the literature
- ☐ Develops research design
- ☐ Collects, processes and analyzes data
- ☐ Assesses results of research
- ☐ Disseminates information about research

Utilization - the use of media for the purpose of achieving individual and group objectives

- ☐ Insures that materials, equipment and facilities are ready for use
- ☐ Assists teachers and larders to effectively interact with media to achieve learning outcomes
- ☐ Evaluates and modifies the use of media in teaching and learning

A more up-to-date and specific list was recommended by Blanche Woolls in 1994 in her book, *The School Library Media Manager*, published by Libraries Unlimited. The list is the adopted Pennsylvania Department of Education Competencies. *(Only selected entries are given:)*

☐ Understand and be able to use the tools and products of description, subject analysis, and classification.

☐ Apply technology to management and understand the impact of technology on library services.

☐ Identify sources of financial support for libraries.
☐ Understand cooperative library programs including networks, systems, and consortia.
☐ Evaluate controversial materials.
☐ Identify and access information sources, including on-line systems and databases.
☐ Create learning modules to support curriculum units.
☐ Persuade decision makers of the need for library services.

☐ Use general and specific bibliographic tools relating to the African American and multicultural experiences.
☐ Locate and critically examine multicultural resources.
☐ Prepare, execute, and evaluate results of on-line search strategies.
☐ Conduct a cost-effective search using CD-ROM database.
☐ Use desktop computing and its applications.
☐ Use relevant hardware and software (e.g., Macs, IBMs; Word, Excel, etc.).
☐ Use networked, multi-OS environments.
☐ Install, use, and/or evaluate library-oriented software packages.
☐ Use electronic mail to receive messages.
☐ Develop or modify a management procedures manual.
☐ Assign support personnel to tasks.
☐ Design and maintain facilities.
☐ Analyze and create a public relations program.
☐ Provide information to administration.

Confidentiality

Confidentiality of Library Records

AN ACT OF THE ALASKA STATE LEGISLATURE

Relating to the confidentiality of certain library records.

•Section 1. AS 09.25 is amended by adding a new section to read:

Sec. 09.25.140 CONFIDENTIALITY OF LIBRARY RECORDS

(a) Except as provided in (b) of this section, the names, addresses, or other personal identifying information of people who have used materials made available to the public by a library shall be kept confidential, except upon court order, and are not subject to inspection under AS 09.25.110 or 09.25.120. This section applies to libraries operated by the state, a municipality, or a public school, including the University of Alaska.

(b) Records of a public elementary or secondary school library identifying a minor child shall be made available on request to a parent or guardian.

In 1985 the State Legislature passed this law assuring library borrowers of the right to confidentiality of their records of materials borrowed from the library. Except by order of the court, information of who has used library materials shall be kept private.

The law specifically mentions school libraries and so is applicable here. This raises several questions for school librarians.

•*Do your circulation cards show the names of students who have checked out the material in the past?* One way to ensure privacy is to use a heavy black marker to line out names as part of your check-in system.

•*Do you send out overdue lists to classrooms or teachers which give the titles of materials checked out to students?* A better way would be to send individual notices to students, folded so they are private. Maybe your overdue list could list material type, or numbers of materials, or an identifier such as a bar code number for automated libraries, or a call number for unautomated.

•*Do you have staff, or volunteers, or student aides working at checking out materials?* Have you trained them in the ramifications of this confidentiality law? Do they know better than to gossip in classrooms or at home about who reads what in your library?

•*Have you talked to your administrator about this law?* It might be a good idea to discuss what the confidentiality law means in the library with your principal before there is a problem regarding questions about who has which book. If a process is agreed upon ahead of time, you will not be at a loss when an angry teacher, administrator or parent comes charging in demanding to know who has some particular book. REMEMBER, according to the law, ONLY a parent or guardian may be told what materials a student has charged out.

•*Any circulation system or circulation procedure should remove or obliterate the name of the person who checked out the materials when the materials are returned to the library. Automated systems remove the record. For a manual system, the name can be marked out with a felt tipped pen.*

Copyright Guidelines

BOOKS AND PERIODICALS

Guidelines for Classroom Copying In Not-For-Profit Educational Institutions

1. In preparing for instruction, a teacher may make or have made a single copy of:

- chapter from a book
- article from a newspaper periodical;
- short story, short essay or short poem;
- chart, graph, diagram, drawing, cartoon, or picture from a book periodical, or newspaper.

2. A teacher may make multiple copies of the following for classroom use, but no more than one copy per student.

- complete poem of less than 250 words;
- excerpt of not more than 250 words from a longer poem;
- complete prose work if it is less than 2,500 words;
- excerpt not more than 500 words from a prose work of 2,500 to 5,000 words;
- excerpt of not more than 10% of a prose work of 5,000 o 10,000 words;
- excerpt of not more than 1,000 words from a prose work more than 10,000 words;
- one illustration per book or periodical issue; and
- not more than two pages and 10% of the words of "special works" which combine illustrations and less than 2,500 works: i.e., children's book.
- any of the foregoing numerical limits may be excessed in order to complete a line of poetry or a paragraph of prose.

3. Performance by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as a part of teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

4.Teachers may use copyrighted materials in opaque projectors for instruction purposes for viewing purposes only.

DEFINITIONS

Brevity

Poetry:

- a complete poem if less than 250 words and if printed on not more than two pages or,
- from a longer poem, an excerpt of not more than 250 words.

Prose:

- a complete article, story, or essay of less than 2,500 words, or
- an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated above may be expanded to permit the completion of any unfinished line of a poem or of an unfinished prose paragraph.]

Illustration:

- one chart, graphic, diagram, drawing, cartoon, or picture per book or per periodical issue.

"Special" works:

- certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the publisher pages of such special work and containing not more than 10 percent of the works found in the test thereof, may be reproduced.

Spontaneity

The copying is at the instance and inspiration of the individual teacher, and

The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

The copying of the material is for only one course in the school in which the copies are made.

Not more than one short poem, article, story, essay or two excerpts may be copies from the same author, nor more than three from the same collective work or periodical volume during one class term.

There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

PROHIBITIONS

Notwithstanding any of the above, the following shall be prohibited:

- Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.
- There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets, and answer sheets and like consumable materials.

Copying shall not:

- substitute for the purchase of books, publishers' reprints, or periodicals;
- be directed by higher authority;
- be repeated with respect to the same item by the same teacher from term to term.

No charge shall be made to the student beyond the actual cost of the photocopying.

COPYRIGHTED MUSIC (REPRODUCTION AND USE)

A. A teacher may make a *single copy* of a song, movement, or short section from a printed musical work that is unavailable except in a larger work for purposes of preparing for instruction.

B. A teacher may make *multiple copies* for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided, however, that the excerpt does not comprise a part of the whole musical work which would constitute a preferable unit such as a complete section, movement, or song.

C. In an emergency, a teacher may make and use *replacement copies* of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.

D. A teacher may make and retain a *single recording of student performances* of copyrighted materials when it is made for the purposes of evaluation or rehearsal.

E. A teacher may make and retain a *single copy of excerpts* from recordings of copyrighted musical works for use as aural exercises or examination questions.

F. A teacher may *edit or simplify purchased copies* of music provided that the fundamental character of the music is not distorted. Lyrics shall not be altered or added if none exist.

G. *Performance* by teachers or students of copyrighted musical is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instruction setting. The purpose shall be instructional rather than for entertainment.

H. *Performance* of non-dramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided, however, that:

1. the performance is not for a commercial purpose;
2. none of the performers, promoters or organizers are compensated; and
3. admission fees are used for educational or charitable purposes only.

I. All other musical performance require permission from the copyright owner.

AUDIOVISUAL MATERIAL (COPYRIGHTED)

A. A teacher may:

1. Create a series of *slides* from multiple sources, such as magazines, books, encyclopedias, etc., as long as one does not exceed *10%* of the photographs in any one source, unless the source specifically prohibits any photographic reproduction.

2. Create a *single overhead transparency* from a single page of a consumable workbook.

3. Create *multiple overhead transparencies* from a variety of sources, not exceeding *10%* of the total content of any one source, unless this type of reproduction is specifically prohibited.

4. Excerpt sections from a *filmstrip* to create slides as long as one does not exceed *10%* of the entire work or excerpt the very creative essence of the work.

5. *Reproduce selective slides* from a slide series as long as one does not exceed *10%* of the entire production, excerpt the very creative essence of the work or violate a specific prohibition for this type of reproduction.

B. **A teacher may not:**

1. **Duplicate cassette tapes** unless reproduction rights were given at time of purchase.

2. **Reproduce musical works** (i.e. records) or convert into another form for use

3. **Reproduce "ditto masters"** produced commercially, individually, or sets or as part of multi-media kits if they are available for sale separately.

4. **Reproduce any audiovisual work in its entirety.**

5. **Convert one media format into another,** i.e. 16mm film to videotape.

6. **Narrate entire stories on to audiotape.**

VIDEOTAPES

A. In-classroom Use: In classroom performance of a copyrighted videotape is permissible under the following conditions:

1. The performance **must be by instructors** (including guest lecturers) or by pupils; and
2. the performance is i**n connection with face-to-face teaching activities**; and
3. the **entire audience is involved in the teaching activity**; and
4. the **entire audience is in the same room** or same general area;
5. the teaching activities are conducted by a **non-profit education institution**; and
6. the performance takes place in a classroom or similar **place devoted to instruction,** such as a school library, gym, auditorium or workshop;
7. the **videotape is lawfully made**; the person responsible has no reason to believe that the videotape was unlawfully made.

B. In-library Use in Public Libraries:

1. Most performances of a videotape in a public room as part of an entertainment or a cultural program whether a fee is charged or not, would be infringing and a **performance license is required** from the copyright owner.
2. To the extent a videotape is used in an educational program conducted in a library's public room, the performance will not be infringing if the **requirements for classroom use** are met (See I.A.).
3. Libraries which allow groups to use or rent their public meeting rooms should, as part of their rental agreement, require the group to warrant that it will secure all necessary performance licenses and indemnify the library for any failure on their part to do so.
4. If patrons are allowed to view videotapes on library-owned equipment, they should be limited to private performances, i.e. one person, or no more than one family, at a time.
5. User charges for private viewing should be nominal and directly related to the cost of maintenance of the videotape.
6. Even if a videotape is labeled "For Home Use Only," private viewing in the library should be considered to be authorized by the vendor's sale to the library with imputed knowledge of the library's intended use of the videotape.
7. Notices may be posted on video recorders or players used in the library to educate and warn patrons about the existence of the copyright laws, such as:

MANY VIDEOTAPED MATERIALS ARE PROTECTED BY COPYRIGHT. 17 U.S.C. § 101.
UNAUTHORIZED COPYING MAY BE PROHIBITED BY LAW

C. Loan of Videotapes:

1. Videotapes labeled "For Home Use Only" may be loaned to patrons for their personal use. They should not knowingly be loaned to groups for public performances.

2. Copyright notice as it appears on the label of a videotape should not be obscured.

3. Nominal user fees may be charged.

4. If a patron inquires about a planned performance of a videotape, he or she should be informed that only private uses of it are lawful.

5. Videorecorders may be loaned to a patron without fear of liability even if the patron uses the recorder to infringe a copyright. However, it may be a good idea to post notices on equipment which may be used for copying (even if an additional machine would be required) to assist copyright owners in preventing unauthorized reproduction (See I.B. 7)

D. Duplication of Videotapes:

1. Under limited circumstances libraries may dupe a videotape or a part thereof, but the rules of 108 of the Copyright Revision Act of 1976 which librarians routinely utilize with respect to photocopying, apply to the reproduction.

E. Off-air Taping

1. The guidlines were developed to apply only to off-air recording by non-profit educational institutions.
2. A broadcast program may be recorded off-air simultaneously with transmission and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. (Unless they are of news programs).
3. Off-air recordings may be used once by individual teachers (in each class taught on his regular schedule) in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms within a single campus, as well as the homes of students receiving home instruction, during the first ten (10) consecutive school days in the 45 day retention period.
4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be recorded in anticipation of requests.
5. A limited number of copies may be reproduced to meet the legitimate needs of teachers under these guidelines. Each copy is subject to all provisions of the original.
6. After the first ten (10) consecutive school days, off-air recordings may be used only for teacher evaluation purposes.
7. Off-air recordings need not be used in their entirety, but they may not be altered from their original content or physically or electronically combined to constitue a teaching anthology.
8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

An Excellent Resource for School Libraries
Cable in the Classroom Magazine
Contains monthly listings of educational programs including taping and retention rights which many producers allow to schools
Information: 1-800-743-5355 Subscription: 1-800-216-2225

CAN BE USEFUL EVEN IF CABLE SERVICE IS NOT AVAILABLE IN YOUR AREA

COMPUTER SOFTWARE COPYRIGHT WARNING

The Copyright Software Rental Amendments Act of 1990 generally grants owners of copyright in computer programs an exclusive right to control public distribution of the program in the nature of rental, lease, or landing. An **exception to the law allows lending by nonprofit purposes without the permission of the copyright owner, but requires libraries to affix a warning of copyright to the package containing the computer program.** the text of the warning was published in the *Federal Register* of February 26, 1991 (56 FR 7811), and is as follows:

Notice: Warning of Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the reproduction, distribution, adaptation, public performance, and public display of copyrighted material.

Under certain conditions specified in law, nonprofit libraries are authorized to lend, lease, or rent copies of computer programs to patrons on a nonprofit basis and for nonprofit purposes. Any person who makes an unauthorized copy or adaptation of the computer program, or redistributes the loan copy, or publicly performs or displays the computer program, except as permitted by Title 17 of the United States Code, may be liable for copyright infringement.

This institution reserves the right to refuse to fulfill a loan request if, in its judgment, fulfillment of the request would lead to violation of the copyright law.

The regulation states that a verbatim reproduction of the notice "shall be affixed to the packaging that contains the copy of the computer program, which is the subject of a library loan to patrons, by means of a label cemented, gummed, or otherwise durably attached to the copies or to a box, reel, cartridge, cassette, or other container used as a permanent receptacle for the copy of the computer program."

This reduced size notice may be copied and attached to the computer programs, Cd-ROMs, and other electronic material which you circulate from your library.

Notice: Warning of Copyright Restrictions

The copyright law of the United States (Title 17, United States Code) governs the reproduction, distribution, adaptation, public performance, and public display of copyrighted material.

Under certain conditions specified in law, nonprofit libraries are authorized to lend, lease, or rent copies of computer programs to patrons on a nonprofit basis and for nonprofit purposes. Any person who makes an unauthorized copy or adaptation of the computer program, or redistributes the loan copy, or publicly performs or displays the computer program, except as permitted by Title 17 of the United States Code, may be liable for copyright infringement.

This institution reserves the right to refuse to fulfill a loan request if, in its judgment, fulfillment of the request would lead to violation of the copyright law.

BEST COPY AVAILABLE

TELEFACSIMILE AND LIBRARIES: COPYRIGHT ISSUES

With the easy access to online indexes and CD-ROM and fax machines so common today, libraries may be tempted to avoid budget constraints by requesting copies of magazine and journal articles from other libraries, rather than subscribing to periodicals which are not frequently used. The copyright law has a specific prohibition against "systematic" copying. This applies whether the copies are FAXed to you, mailed, sent by messenger, or hand carried.

Guidelines set by the National Commission on New Technological Uses of Copyrighted Works (known as CONTU) will help you comply with copyright law.

1. The borrowing library (you) must post a "display warning of copyright" (see final page of this entry) at the place interlibrary loan orders are accepted.

2. The borrowing library must abide by the "Rules of Five" —

   For periodicals the rule is, the borrowing library may receive ONLY 5 photocopied articles from any one magazine title per year. This is per title, not per issue. Your library is responsible for maintaining records which track your borrowing. This does not count requests for articles from magazines which you have on order, but have not received yet, or from missing issues of magazines which you own. CONTU guidelines do not apply to articles from issues older than 5 years.

   For other materials, frequently poems or short stories, ONLY 5 copies can be made from a single title per year. Again, you are required to keep the records which will tell you if you are complying.

3. If you use a regular interlibrary loan form (ILL), you will find a place on the form to mark either CCG or CCL for a request for photocopies. If your request complies with the Rules of 5 according to your records, mark CCG. If you are requesting from an older magazine, mark CCL.

4. If you are the LENDING library, you do not need to keep track of numbers requested but you should mark each copy with a notice that it was made in conformity with the copyright laws. A standard notice will say "Notice: This material may be protected by Copyright Law (Title 17 U.S. Code)." If you do a lot of copying for other libraries, library supply houses sell a stamp that will make it easier to place the notice.

NOTICE: THE COPYRIGHT LAW OF THE UNITED STATES GOVERNS THE MAKING OF COPIES OF COPYRIGHTED MATERIAL.

Warning Concerning Copyright Restrictions

The Copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions for copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy of other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order, if in its judgment, fulfillment of the order would involve violation of copyright law.

Documents for School Libraries

There are a number of important documents for school libraries The text of the documents is included and may be reproduced for use with groups in your school. Included are: (1) Library Bill of Rights, (2) School Library Bill of Rights, (3) Statement on Labeling, (4) Official Interpretation of the Bill of Rights, (5) Freedom to Read Statement, (6) Freedom to View, (7) Free Access to Libraries for Minors, and (8) Access to Resources and Services in the School Library Media Program.

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, June 27, 1967, and January 23, 1980 by the ALA Council.
Adopted November 1980 by NJLA Executive Board.

SCHOOL LIBRARY BILL OF RIGHTS

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

- To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

- To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

- To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

- To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

- To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

- To provide qualified professional personnel to serve teachers and students.

Approved by American Association of School Librarians Board of Director, Atlantic City, 1969.

STATEMENT OF LABELING
AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS

Because labeling violates the spirit of the LIBRARY BILL OF RIGHTS, the American Library Association opposes the technique of labeling as a means of predisposing readers against library materials for the following reasons:

1. Labeling is an attempt to prejudice the reader, and as such it is a censor's tool.

2. Although some find it easy and even proper, according to their ethics, to establish criteria for judging publications as objectionable, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association must oppose the establishment of such criteria.

3. Libraries do not advocate the ideas found in their collections. The presence of a magazine or book in a library does not indicate an endorsement of its contents by the library.

4. No one person should take responsibility of labeling publications. No sizable group of persons would be likely to agree either on the types of materials which should be labeled or the sources of information which should be regarded with suspicion. As a practical consideration, a librarian who labels a book or magazine might be sued for libel.

5. If materials are labeled to pacify one group, there is no excuse for refusing to label any item in the library's collection. Because authoritarians tend to suppress ideas and attempt to coerce individuals to conform to a specific ideology, the American Library Association opposes such efforts which aim at closing any path to knowledge.

Adopted July 13, 1951. Amended June 25, 1971; July 1, 1981, by the ALA Council.

[Labeling as it is referred to in the STATEMENT ON LABELING, is the practice of describing or designating certain library materials, by affixing a prejudicial label to them or segregating them by a prejudicial system, so as to predispose readers against the materials.]

OFFICIAL INTERPRETATIONS OF THE LIBRARY BILL OF RIGHTS POLICIES AND PROCEDURES AFFECTING ACCESS TO LIBRARY RESOURCES AND SERVICES

The right of free access to information for all individuals is basic to all aspects of library service regardless of type of library. Article 5 of the LIBRARY BILL OF RIGHTS protects the rights of an individual to use a library regardless of origin, age, background, or views. The central thrust of the LIBRARY BILL OF RIGHTS is to protect and encourage the free flow of information and ideas. The American Library Association urges that all libraries set policies and procedures that reflect the basic tenets of the LIBRARY BILL OF RIGHTS.

Many libraries have adopted administrative policies and procedures regulating access to resources, services, and facilities, i.e., specific collections, reference services, interlibrary loan, programming, meeting rooms, exhibit space. Such policies and procedures governing the order and protection of library materials and facilities, and the planning of library programs and exhibits, could become a convenient means for removing or restricting access to controversial materials, limiting access to programs or exhibits, or for discriminating against specific groups of library patrons. Such abuse of administrative procedures and policies is in opposition to the LIBRARY BILL OF RIGHTS.

The American Library Association recommends that all libraries with rare or special collections formulate policies and procedures for such collections so as not to restrict access and use due to age or the nature of the patron interest in the materials. Restricted access to such collections is solely for the protection of the materials, and must in no way limit access to the information and ideas contained in the materials.

The "Model Interlibrary Loan Code for Regional, State, Local Or Other Special Groups of Libraries" of the American Library Association recommends that all library patrons be eligible for interlibrary loan, in accordance with Article 5 of the LIBRARY BILL OF RIGHTS and the statement FREE ACCESS TO LIBRARIES FOR MINORS. The Model Interlibrary Loan Code states the importance of considering the needs and interests of all users, including children and young adults. Borrowing libraries should provide the resources to meet the ordinary needs of all of their primary clientele, and any members of their clientele should be eligible for interlibrary loan. When libraries adhere to the Model Interlibrary Loan Code, access to information is protected.

Library administrative policies should examine all restrictions to resources or services associated with age, as all are violations of Article 5 of the LIBRARY BILL OF RIGHTS and the statement on restricted access to library materials. For example, privileges associated with library cards should be consistent for all library users, no matter what the age. Library policies in which certain patrons, usually minors, are denied library privileges available to other library patrons are not endorsed by the American Library Association, as they violate Article 5 of the LIBRARY BILL OF RIGHTS, as well as the statement on FREE ACCESS TO LIBRARIES FOR MINORS. It is parents and only parents who may restrict their children-and only their children-from access to library materials and services.

Reference service policies and procedures, such as library policies limiting the time spent on answering telephone reference questions, should provide for equitable service to all library patrons, regardless of age or type of question. These policies must apply to both adult and child patrons.

Policies governing the use of meeting rooms and exhibits should be examined to ensure that minors are not excluded from a program of interest to them based on age. Meeting rooms and exhibit spaces should also be available on an "equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use," and should not be denied to anyone based solely on age.

Policies should reflect that a person's right to attend a library initiated program "should not be denied or abridged because of origin, age, background, or views," as stated in LIBRARY INITIATED PROGRAMS AS A RESOURCE, an Interpretation of the LIBRARY BILL OF RIGHTS.

Approved unanimously January 27 at the 1982 ALA Mid-winter meeting.

FREEDOM TO READ STATEMENT

The freedom to read is essential to our democracy. It is under attack.. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and repression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the Unites States the elasticity to endure strain. Freedom keeps open the path of novel and creative solution, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the roughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men and will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions including those which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for he growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a boarder range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book solely on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extralegal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable to adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking, but is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others. We deplore the catering to the immature, the retarded or the maladjusted taste. But those concerned with freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price or method of distribution, is dealt with in accordance with due process of law.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life but it is ours.

Adopted June 15, 1953, by the ALA Council.
Endorsed by:
AMERICAN LIBRARY ASSOCIATION *Council, June 25, 1953*
AMERICAN BOOK PUBLISHERS COUNCIL *Board of Directors, June 18, 1953*
NATIONAL COUNCIL OF TEACHERS OF ENGLISH *1962*
Subsequently Endorsed by:
AMERICAN BOOKSELLERS ASSOCIATION *Board of Directors*
BOOK MANUFACTURES' INSTITUTE *Board of Directors*
NATIONAL EDUCATION ASSOCIATION *Commission for the Defense of Democracy through Education*

FREEDOM TO VIEW

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium or expression. Therefore, we affirm these principles:

1. It is in the public interest to provide the broadest possible access to films and other audiovisual materials, because they have proven to be among the most effective means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.

2. It is in the public interest to provide for our audience films and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.

3. It is our professional responsibility to resist the constraint of labeling or pre-judging a film on the basis of the moral, religious or political beliefs of the producer or filmmaker or on the basis of controversial content.

4. It is our professional responsibility to contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

•Originally drafted by the Educational Film Library Association's Freedom to View Committee, and adopted by
EFLA *Board of Directors in February 1979.*
AMERICAN LIBRARY ASSOCIATION *on June 28, 1979.*
ASSOCIATION OF EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY,
Board of Directors on December 1, 1979.

FREE ACCESS TO LIBRARIES FOR MINORS
AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS

Library policies and procedures which effectively deny minors equal access to all library resources available to other users violate the LIBRARY BILL OF RIGHTS. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of the library users.

Article V of the LIBRARY BILL OF RIGHTS states, "A person's right to use a library should not be denied or abridged because of origin, age background, or views." The "right to use a library" includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, or legal emancipation of users violates Article. V.

Libraries are charged with the mission of developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities which fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, level of education, or legal emancipation.

The selection and development of library resources should not be diluted because of minors having the same access to library resources as adult users. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

Librarians and governing bodies should not resort to age restrictions on access to library resources in an effort to avoid actual or anticipated objections from parents or anyone else. The mission, goals, and objectives of libraries do not authorize librarians or governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents or legal guardians. Librarians and governing bodies should maintain that parents — and only parents — have the right and the responsibility to restrict the access of their children — and only their children — to library resources. Parents or legal guardians who do not want their children to have access to certain library services, materials or facilities, should so advise their children. Librarians and governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies have a public and professional obligation to provide equal access to all library resources for all library user.

Librarians have a professional commitment to ensure that all members of the community they serve have free and equal access to the entire range of library resources regardless of content, approach, format, or amount of detail. This principle of library service applies equally to all users, minors as well as adults. Librarians and governing bodies must uphold this principle in order to provide adequate and effective service to minors.

Adopted June 30, 1972; amended July 1, 1981; July 3, 1991, by the ALA Council.

ACCESS TO RESOUCES &SERVICES IN SCHOOL LIBRARY MEDIA PROGRAMS
An Interpretation of the LIBRARY BILL OF RIGHTS

(Reproduced below is the policy on access to school library media center resources adopted unanimously by the American Library Association's Council. Notice that it says a great deal more about what school library services ought to be rather than simply designating who should be able to use them. Copy this page Use it with any administrator, teacher, parent, or student who seems confused about what a school library should be. Keep it handy for those occasions when the right to select and circulate any materials is challenged.)

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historic issues.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permissions from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee student access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community and the community at large, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Presented by the American Association of School Librarians' Committee on Intellectual Freedom to, and adopted by, AASL's directors on June 26, 1986.

Endorsed by
ALA's Committee on Intellectual Freedom
Association for Library Service To Children
Public Library Association
ALA's Executive Board
ALA's Intellectual Freedom Round Table
American Library Trustee Association
Young Adult Services Division

Adopted as policy by ALA's Council, July 2, 1986.

Equipment

One of the tasks often assigned to the library staff is the responsibility for equipment. The school inventory of equipment will probably include a variety of kinds of equipment and it will be circulated for varying lengths of time from the entire school year to one day or one period. The supply and demand for equipment will determine the circulation policy.

TYPES OF EQUIPMENT.

Projectors for Still Pictures

Equipment for Transparent Materials

Slide Projectors. Most schools will have at least one slide projector and you may have a sound/slide projector with a built in cassette player. A number of educational programs were produced requiring this technology. It is preferable to have a projector which will take the standard carousel-type slide holder, since many speakers travel with their own carousels but expect to find a machine to use at a school.

Filmstrip Projectors. Projectors for silent strips and for strips with sound (usually cassette tape) have been popular over the years. You may still have equipment of this type if you still have the kits for them. Many filmstrips are being converted to videotape by their producers but there are still several companies producing only the strips.

Overhead Projectors.(for Transparencies) Equipment for projecting overhead transparencies (commercial or hand-made) is still in demand by many teachers. Faculty members who use this equipment regularly generally want it checked out for the year. Some machines have roller attachments so that the instructor can write ahead of time then roll information as needed, clean the film and reuse again. Attachments (LCD plates) are also available to attach to computers for display during class.
Controls: You can tilt the head to raise or lower the image on the screen; a knob on the head moves the head up and down on the post for focus; size of the image is adjusted by moving the entire machine closer or farther from the screen; switch is usually just off and on but be sure to run the fan to cool the bulb if it does not come on automatically. *Tips:* Clean the glass on the stage and the head using a soft cloth. When changing lamps never touch the glass part of the lamp with your bare hands --the oil from your body will shorten the life of the bulb. Let the bulb cool before moving the overhead. Movement while the filament is hot shortens the bulb life.

Microfilm and Microfiche Readers. Microfilm is usually not used in any but the largest libraries, while microfiche is also gradually being phased out. You may not have these machines in your collection. If it is necessary to purchase machines, the software (films) which you intend to use them for will dictate what you buy. Of particular importance is the size or ratio of the lens to the size of the microscopic print on the film. Machines which not only read but print out the film image are sometimes needed. If at all possible, use a machine which prints on plain paper. While these machines are more expensive to purchase, upkeep and supplies are much less of a problem.

Equipment for Opaque Materials.

Opaque Projectors. The opaque projector is for the projection of materials such as pages of a book, pictures, and other surfaces. No transparency is needed and the objects themselves are projected in their original form and color by a series of mirrors. These machines are still used in many schools and have a definite use though the machines themselves are bulky and awkward to use. *Tips:* Opaque projectors require very dark rooms for use. Image size is determined by distance from the screen or wall. The "focal length" of a machine will dictate how large or small an image can be made. If you buy an opaque projector, get the most flexible focusing arrangement you can. Opaque projectors are frequently used to enlarge materials, particularly for bulletin boards and art projects. Be very sure to consider copyright implications when deciding what may be enlarged.

Projectors for Moving Pictures.

16mm film projectors. Many schools are phasing out l6 mm projectors and switching to video which is less expensive and readily available. For those projectors which are still being used in your school, try to persuade teachers and other operators not to run film backward through the projector to rewind. This treatment rips sprocket holes badly and soon produces a film which "chatters" in places. Children (and some adults) seem to enjoy reverse action so much that it is difficult to prevent this, but the effort will save films for additional use.

Video players and projectors. The standard video player/recorder is a 1/2 inch VHS VCR. You can use a standard monitor with a player or a projector which requires a screen. It is difficult for a large class (more than 20-25) to see a television monitor so multiple monitors or a projected picture are desirable for video presentations for large classes. [3/4 inch video players were used in some school libraries a few years ago and produce much better quality tape, but most have been replaced by the less expensive 1/2 in. player/recorders, except when a school is producing tape which is meant for broadcasting.] *Tips:* Although some televisions will produce a good picture, devices which are rated as "monitors" will be more useful, since they can display computer images as well as video images from several sources. A 25 in. screen is the smallest desirable size to purchase. When buying a video projector, look for a projector which can also reproduce sound without having to attach additional speakers. Video projectors are becoming smaller and smaller, so look for one which will be portable. Small (8mm) videocameras are becoming more popular; be sure your video players have an adapter which will allow you to play the 8mm tape without having it copied onto 1/2 in. tape.

Laser Disk players. Schools recently are investing in laser disk players as well as regular video recorder/players. These machines can function simply as high-quality video players in conjunction with a monitor or video projector; or they can be interfaced with a computer and be used interactively for teaching and curricular support. Laser disks are less fragile than video tape and usually sell for about the same amount. With the addition of an inexpensive barwand reader, the type of laser disk which is coded and indexed for showing individual screens or segments can be very valuable in education. Unlike video tape recordings, teachers can pause a frame for as long as they like without the shimmy or blur usually seen, and without doing any damage to the disk. Computer programs which allow teachers to construct a sequence of frames or segments to go with a lesson are very inexpensive and easy to use.

CD-ROM players are becoming increasingly widely available in schools. Normally, a CD-ROM needs a computer interface to control, search and display its visual information. While many CD-ROMs are informational, allowing easy and quick searching of large amounts of information such as encyclopedias, magazine indexes, etc., some are interactive and allow students to read, play games or participate in a simulation. The library may be the first place in a school to have CD-ROM players since the research and reference uses are so apparent. Another CD-ROM application is the CD-I player which doesn't need a computer interface but will display its information on the screen of a TV. This application is not so widely known as the computer interface, but has excellent implications for inexpensive access to information.

Players for Audio Materials

Tape Recorder/Player. Cassette tape recorders are used for several types of educational tapes, and frequently are used to record readings, debates, programs, etc. The Alaska State Library sponsors a Talking Book Library which may provide recorded books to students in your school who are unable (for either physical or mental reasons) to read a standard book. The Library provides the specialized tape readers for its patrons. For more information about this service, call the Talking Book Library at 269-6575.

Record Players. You may still have some record players if you have records in your audio -visual collection. Because CDs are replacing sound recordings very rapidly, you ought to expect your record collection to become smaller and eventually close out. Tip: Some record players can be used as auxilary sound or public address systems. If your player has a socket marked "microphone", you can get this extra use from it.

Compact Disk (CD) Some schools may have CD players. When purchasing CD players, you should think not only about sound quality and price, but consider security for the equipment as well. Larger, more bulky equipment is not as likely to "walk out" of the library or school.

Computers and Other Interactive Equipment

Computers. In some schools, the librarian is also the technology expert. Because many of the machines produce or work with information, people naturally assume the librarian will have the skills needed to operate the latest, most advanced equipment. If you will take on this role in your school, you will find yourself extremely busy, but the importance of your position will seldomly be challenged.

Scanners. As more emphasis is placed on student production of both written and visual material, many schools have purchased scanners for use in copying pictures and text into computers. While hand-held scanners are cheaper, they are seldomly satisfactory, especially when used by children, since they require a lot of dexterity. The flat-bed type of scanner usually performs well. Purchase a color scanner if at all possible, looking forward to the day when color printers and copiers are a standard in schools.

Video Cameras, still and live. The video camera is almost a necessity for a modern school. Students who are accustomed to having a home camera expect to be able to make videos as easily as they write reports. Be sure that you select a camera which can interface with your computer applications. A still camera can function very much as a scanner does in inserting images into computer applications.

Miscellaneous

Copy machines. In elementary schools, it is most common for copy machines to be used by staff members only, but in middle and secondary schools, copy machines are normally available for use by students. There is some debate over charging students for copies, and many libraries use coin-operated machines, while others give students a limited number of free copies each day or week. Machines which have very simple operating procedures and can both enlarge and reduce images are best. It is also possible to use the copy machine to make overhead transparencies both for faculty and students. A new model of machine allows books to be placed on the edge of the glass so as not to crush or break the spine in making a copy.

Binding machines. A new emphasis on writing and publishing student materials makes a binding machine of some type a good purchase for a school library. The spiral plastic comb binding is the most common, but there are several types that rely on a glue process.

Lettering machines. These machines, which are really small, counter-mounted cutters, are used to produce letters and outlined shapes from paper or cardstock. They help to produce bulletin boards and posters very quickly and attractively.

CIRCULATION OF EQUIPMENT

Preparation for Circulation

When new equipment arrives, before it is circulated, there are a few steps in the processing that must take place. (1) Check the order to be sure that you have received the item ordered and that it is in good condition. (2) Mark ownership by the school or library on the equipment by etching, painting, or permanent marker; (3) If you are not automated, assign an accession number unique to that item and mark it on the equipment; (4) If you are automated, attach a barcode and enter the equipment into your computer; (5) Record all pertinent information about the machine on an Equipment Record Card (one card per machine) including the type of equipment, brand, serial number, model number, source and date of purchase, the type of lamp used if any, accession number, and the location where the equipment will be kept if other than the library (or use your computerized record to list all this information). (6) Keep a file of all warranty information, manuals for operation, etc.

Circulation

Establish a method for circulation such as a card and pocket attached to the equipment, a pegboard with hooks for teachers names (or for pieces of equipment) or use the computer to check out the equipment just as if it were a book or other type of material. Be sure that each piece of equipment is set up to be circulated easily...on a cart, or in a box or basket, etc....so that it can be transported safely. Large pieces should be strapped to carts for safety in case of tipping. Cables, cords, etc., should be tied up so that they do not drag when the equipment is being moved. If there are several small pieces which should go with the equipment (barwands or remote controls, etc.) either fasten them to the equipment with cords or velcro tape, or provide a listing on an easily seen sign, so that it is easy to check to see if all pieces are present when something is checked in or out.

Maintenance

Keep records of complaints about each piece of equipment and send them for repair when necessary. Remember that sometimes when teachers complain about equipment not working properly, they simply don't know how to operate it correctly. Check for yourself to see if you can duplicate the problem which was reported to you. Maintain repair records for each piece of equipment (on the Equipment Record Card). With this card, you can justify replacing equipment which is less expensive to replace than to continually repair. At the end of the year (or more often if your schedule allows), give each piece a good cleaning. Use canned air or an air compressor to blow dust and dirt out of all the closed spaces in the equipment and use a damp towel or paper towel to clean the exterior of machines. Do not spray liquid cleaner directly onto machines, but dampen towels instead. Lens and other glass parts should be cleaned with lens cleaner, which is not as abrasive as other cleaners and will not scratch the glass surfaces.

Inservice for Teachers

Prepare written instructions or handouts for faculty use of equipment. Attach very brief instructions directly to the equipment. Occasionally offer a brief inservice for teachers with hints on using audio-visual equipment and specific instructions for the operation of new equipment.

ERIC
Educational Resources Information Center

Introduction

The Educational Resources Information Center (ERIC)[1] is a nationwide information network designed to provide users with ready access to education-related literature. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement.

The ERIC system, through its 16 subject-specific clearinghouses, associated adjunct clearinghouses, and support components, provides a variety of services and products that can help you stay up to date on a broad range of education-related issues. Products include research summaries (ERIC Digests), bibliographies, reference and referral services, computer searches, and document reproduction. The clearinghouses select, index and abstract documents for inclusion in the ERIC database.

The ERIC database, the world's largest source of education information, contains more than 850,000 abstracts of documents and journal articles on education research and practice. You can access the ERIC database online via commercial vendors and public networks, on CD-ROM, or through the printed abstract journals, *Resources in Education* and *Current Index to Journals in Education.* The database is updated monthly (quarterly on CD-ROM). More than 1000 two-page research summaries in the ERIC Digest series are available in full-text on the ERIC database.

Reprints of ERIC materials are available from several sources. *ERIC Documents* (materials in the ERIC database with an "ED" followed by six digits) are available on microfiche in subscribing libraries. Several Alaska libraries subscribe to ERIC documents on microfiche including the Consortium Library at the University of Alaska Anchorage; Elmer E. Rasmuson Library at the University of Alaska Fairbanks and the William A. Egan Library at the University of Alaska Southeast Copies of the ERIC documents can be requested on interlibrary loan from these three libraries and will be sent in microfiche format.

Copies of ERIC documents can also be ordered from the ERIC Document Reproduction Service [7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852; toll-free: 1-800-443-ERIC (3742); telephone: 1-703-440-1400; fax: 1-703-440-1408; email: edrs@inet.ed.gov] Current charges for paper copies of ERIC documents are based on the number of pages: 1-25 pages is $3.53; 26-50 is $7.06; 51-75 is $10.59; etc.

ERIC Journal Articles Materials with an "EJ" followed by six digits are journal articles and can be found in libraries or requested through interlibrary loan.

Reference and Referral Services

ACCESS ERIC keeps you informed of the wealth of information offered by the ERIC components and other education-related organizations. With its toll-free number, 1-800-LET-ERIC (1-800-538-3742), ACCESS ERIC makes it easy for you to locate and obtain education information.

AskERIC is an Internet-based question-answering service for teachers, library media specialists, administrators, and parents developed by the ERIC Clearinghouse on Information & Technology.

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[1] Information in this section is from: *All about ERIC* and *A Pocket Guide to ERIC*. See page 6 for information about these publications.

The AskERIC Service for Educators[2]

This Internet-based education information service is located at the ERIC Clearinghouse on Information & Technology at Syracuse University. AskERIC will respond within 48 hours with ERIC database searches, ERIC Digests, and Internet resources. There are three major components in the AskERIC service:

1. AskERIC Q & A Service

Teachers, librarians, administrators, and others involved in education can send a message requesting education information to AskERIC. To request education information, address an e-mail message (via the Internet) to:

askeric@ericir.syr.edu

2. AskERIC Virtual Library

The AskERIC Virtual Library is an Internet site of selected resources for education and general interest. The selection of AskERIC as a Sun SITE gives AskERIC the resources to significantly expand the size and scope of the Virtual Library and to add sound, video and multimedia resources. Some of the contents include:

- Lesson Plans (700+), including
  The Discovery Channel/The Learning Channel Educator's Guides
  CNN Newsroom Guides
  Newton's Apple
- Access to the ERIC Database and full-text ERIC Digests
- AskERIC InfoGuides (topical guides to Internet and ERIC resources)
- Goals 2000 Information and Government Resources
- Archives of education-related listservs, including LM-NET, K12ADMIN, and KIDSPHERE
- Remote access to other Internet sites

To access the AskERIC Virtual Library:
By Gopher: gopher ericir.syr.edu 70 OR
gopher.micro.umn.edu
Other Gopher and Information Servers/
North America/
USA/
General/
AskERIC - (Education Resources Information Center)

By Telnet: telnet ericir.syr.edu
Login as gopher
Hit <enter> to bypass password prompt

By Lynx, Mosaic, or other WWW client: http://ericir.syr.edu

By FTP: Log into your local host, and invoke the FTP program
Write ericir.syr.edu as the remote host computer name
For username, enter anonymous
For password, enter your e-mail username (e.g. tomt@machine.edu)

3. AskERIC R&D

Formed so that AskERIC could continue to utilize cutting edge technology. Watch for new developments such as full-text ERIC documents on the Internet, improved interface and multimedia.

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[2] From: "The AskERIC Service for Educators" *ERIC Networker*, Number 6.0, January, 1995. pp. 1-2.

ERIC Clearinghouses.

- **ADULT, CAREER, AND VOCATIONAL EDUCATION** (CE) The Ohio State University, 1900 Kenny Road, Columbus, OH 43210-1090; Toll Free: 1-800-848-4815; Telephone: 1-614-292-4353; Fax: 1-614-292-1260; E-mail: ericacve@magnus.acs.ohio-state.edu

- **ASSESSMENT AND EVALUATION** (TM) The Catholic University of America, 210 O'Boyle Hall, Washington, DC 20064; Toll Free: 1-800-464-3742; Telephone: 1-202-319-5120; Fax: 1-202-319-6692; E-mail: eric_ae@cua.edu; Gopher: gopher.cua.edu, Special Resources; WWW: http://www.cua.edu/www/eric_ae

- **COMMUNITY COLLEGES** (JC) University of California at Los Angeles, 3051 Moore Hall, Los Angeles, CA 90024-1521; Toll Free: 1-800-832-8256; Telephone: 1-310-825-3931; Fax: 1-310-206-8095; E-mail: eeh3usc@mvs.oac.ucla.edu

- **COUNSELING AND STUDENT SERVICES** (CG) University of North Carolina at Greensboro School of Education, 101 Park Building, Greensboro, NC 27412-5001; Toll Free: 1-800-414-9769; Telephone: 1-919-334-4114; Fax: 1-919-334-4116; E-mail: bleuerj@iris.uncg.edu; WWW: call for address

- **DISABILITIES AND GIFTED EDUCATION** (EC) Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589; Toll Free: 1-800-328-0272; Telephone: 1-703-264-9474; Fax: 1-703-264-9494; E-mail: ericec@inet.ed.gov

- **EDUCATIONAL MANAGEMENT** (EA) College of Education, 5207 University of Oregon, Eugene, OR 97403-5207; Toll Free: 1-800-438-8841; Telephone: 1-503-346-5043; Fax: 1-503-346-2334; E-mail: ppiele@oregon.uoregon.edu

- **ELEMENTARY AND EARLY CHILDHOOD EDUCATION** (PS) University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801-4897; Toll Free: 1-800-583-4135; Telephone: 1-217-333-1386; Fax: 1-217-333-3767; E-mail: ericeece@ux1.cso.uiuc.edu; Parents AskERIC (Internet-based question-answering service): askeece@uiuc.edu; National Parent Information Network (NPIN) Gopher: ericps.ed.uiuc.edu; NPIN WWW: http://ericps.ed.uiuc.edu/npin/npinhome.html

- **HIGHER EDUCATION** (HE) The George Washington University, One Dupont Circle NW, Suite 630, Washington, DC 20036-1183; Toll Free: 1-800-773-3742; Telephone: 1-202-296-2597; Fax: 1-202-296-8379; E-mail: eriche@inet.ed.gov

- **INFORMATION & TECHNOLOGY** (IR) Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100; Toll Free: 1-800-464-9107; Telephone: 1-315-443-3640; Fax: 1-315-443-5448; E-mail: eric@ericir.syr.edu; AskERIC: askeric@ericir.syr.edu; AskERIC Virtual Library Gopher: ericir.syr.edu; AskERIC Virtual Library WWW: http://ericir.syr.edu [Includes educational technology and library and information science at all levels.]

- **LANGUAGES AND LINGUISTICS** (FL) Center for Applied Linguistics, 1118 22nd Street NW, Washington, CD 20037-0037; Toll Free: 1-800-276-9834; Telephone: 1-202-429-9292; Fax: 1-202-659-5641; E-mail: eric@cal.org

- **READING, ENGLISH AND COMMUNICATION SKILLS** (CS) Indiana University, Smith Research Center, Suite 150, 2805 East 10th Street, Bloomington, IN 47408-2698; Toll Free: 1-800-759-4723; Telephone: 1-812-855-5847; Fax: 1-812-855-4220; E-mail: ericcs@ucs.indiana.edu; Gopher: gopher.indiana.edu; WWW: http://www.indiana.edu/~eric_rec [Includes the role of libraries in fostering and guiding reading.]

- **RURAL EDUCATION AND SMALL SCHOOLS** (RC) Appalachia Educational Laboratory, 1031 Quarrier Street, P.O. Box 1348, Charleston, WV 25325-1348; Toll Free: 1-800-624-9120; Telephone: 1-304-347-0400; Fax: 1-304-347-0487; E-mail: lanhamb@ael.org; WWW: http://aelvis.ael.org; Bulletin Board: 800-377-7641 (At "first name" prompt, type ERIC; at "last name," CRESS; at "password," GUESS) [Includes Alaska Natives]
- **SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION** (SE) The Ohio State University, 1929 Kenny Road, Columbus, OH 43210-1080; Toll Free: 1-800-276-0462; Telephone: 1-614-292-6717; Fax: 1-614-292-0263; E-mail: ericse@osu.edu; Gopher: gopher.ericse.ohio-state.edu; WWW: http://www.ericse.ohio-state.edu
- **SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION** (SO) Indiana University, Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington, IN 47408-2698; Toll Free: 1-800-266-3815; Telephone: 1-812-855-3838; Fax: 1-812-855-0455; E-mail: ericso@indiana.edu
- **TEACHING AND TEACHER EDUCATION** (SP) American Association of Colleges for Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036-1186; Toll Free: 1-800-822-9229; Telephone: 1-202-293-2450; Fax: 1-202-457-8095; E-mail: ericsp@inet.ed.gov
- **URBAN EDUCATION** (UD) Box 40 Teachers College, Columbia University, New York, NY 10027-6696; Toll Free: 1-800-601-4868; Telephone: 1-212-678-3433; Fax: 1-212-678-4012; E-mail: eric-cue@columbia.edu; WWW: http://eric-web.tc.columbia.edu

Adjunct Clearinghouses

- **ART EDUCATION** (AR) Indiana University, Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington, IN 47408-2373; Toll Free: 1-800-266-3815; Telephone: 1-812-855-3838; Fax: 1-812-855-0455; E-mail: ericso@indiana.edu
- **CHAPTER 1** (Compensatory Education) (TA) Chapter 1 Technical Assistance Center PRC Inc. 2601 Fortune Circle East, One Park Fletcher Building, Suite 300-A, Indianapolis, IN 46241-2237; Toll Free: 1-800-456-2380; Telephone: 1-317-244-8160; Fax: 1-317-244-7386; E-mail: prcinc@delphi.com
- **CLINICAL SCHOOLS** American Association of Colleges for Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036-1186; Toll Free: 1-800-822-9229; Telephone: 1-202-293-2450; Fax: 1-202-457-8095; E-mail: iabdalha@inet.ed.gov
- **CONSUMER EDUCATION** (CN) National Institute for Consumer Education, 207 Rackham Building, Eastern Michigan University, Ypsilanti, MI 48197-2237; Toll Free: 1-800-336-6423; Telephone: 1-313-487-2292; Fax: 1-313-487-7153; E-mail: nice@emuvax.emich.edu; Gopher: emunix.emich.edu
- **ESL LITERACY EDUCATION** (LE) Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037; Telephone: 1-202-429-9292, Extension 200; Fax: 1-202-659-5641; E-mail: ncle@cal.org
- **JAPAN STUDIES** (JS) Indiana University, Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington, IN 47408-2698; Toll Free: 1-800-266-3815; Telephone: 1-812-855-3838; Fax: 1-812-855-0455; E-mail: eabrooks@indiana.edu
- **LAW-RELATED EDUCATION** (LRE) Indiana University, Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington, IN 47408-2698; Toll Free: 1-800-266-3815; Telephone: 1-812-855-3838; Fax: 1-812-855-0455; E-mail: ericso@indiana.edu
- **TEST COLLECTION** Educational Testing Service, Princeton, NJ 08541; Telephone: 1-609-734-5737; Fax: 1-609-683-7186; Gopher: gopher.cua.edu, Special Resources

ERIC Reference Tools

- *All about ERIC* This booklet provides a detailed description of the ERIC System. It also describes ERIC products and services and provides information on how to use them. Free on request.

- *Catalog of ERIC Clearinghouse Publications*--The Catalog is a complete listing, including prices, or current publications produced by the ERIC Clearinghouses and support components.

- *ERIC Calendar of Education-Related Conferences*--Provides a chronological listing of nearly 500 international, national, state, regional, and local education related conferences covering the entire calendar year.

- *ERIC Digests:* (free from the ERIC Clearinghouse on Information & Technology)
  Introduction to Internet Resources for K-12 Educators; Part I: Information Resources.
  ________; Part II: Question Answering, Listservs, Discussion Groups.
  Libraries and the Internet.
  Information Literacy for an Information Society
  Networking: K-12

- *ERIC Networkers:* (free from the ERIC Clearinghouse on Information & Technology)
  Internet Access Points to ERIC
  LM_NET: A Worldwide Discussion Group for School Library Media
  The AskERIC Service for Educators

- *ERIC Review*--Published three times a year, this publication keeps you informed of important ERIC and education-related developments. It features a lead article on a current topic in education; highlights publications and research findings produced by the U.S. Department of Education, the Office of Educational Research and Improvement, and the ERIC Clearinghouses; announces significant, recent acquisitions to the ERIC database, top sellers, and other new educational publications; and highlights new ERIC products and services.

- *Pocket Guide to ERIC*--This hand reference briefly describes the ERIC System, its services and products, and their use. Free on request

- *Thesaurus of ERIC Descriptors*--This is the master list of ERIC's nearly 10,000 subject headings used in indexing and searching, with complete cross-reference structures and rotated and hierarchical displays. Available from Oryx Press.

ERIC produces other products in addition to the basic tools. They appear in several formats to help you access and use the information in the ERIC collection and database. ERIC Clearinghouses produce individual state-of-the-art reports, interpretive summaries, syntheses, digests, and other publications. Many are available free or for a minimal fee. Contact the Clearinghouse most closely associated with your interest area for its publication list. Systemwide publications are designed to help you understand and use ERIC. Several of these publications also provide information about current education-related issues and research. To order any of the publications described here call ACCESS ERIC toll free at 1-800-USE-ERIC.

Ethics

LIBRARIAN'S CODE OF ETHICS

Introduction. Since 1939, the American Library Association has recognized the importance of codifying and making known to the public and the profession the principles which guide librarians in action. This latest revision of the CODE OF ETHICS reflects changes in the nature of the profession and in its social and institutional environment. It should be revised and augmented as necessary.

Librarians significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, librarians are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

Librarians are dependent upon one another for the bibliographical resources that enable us to provide information services, and have obligations for maintaining the highest level of personal integrity and competence.

1. We provide the highest level of service to all library users through appropriate and usefully organized resources, equitable service policies, equitable access, and accurate, unbiased, and courteous responses to all requests.
2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
3. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted.
4. We recognize and respect intellectual property rights.
5. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
7. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
8. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

STATE OF ALASKA CODE OF ETHICS OF THE EDUCATION PROFESSION

Introduction. All members of the teaching profession (as defined in AS 14.20.370) are obligated to abide by the code of ethics and the professional teaching standards adopted by the Professional Teaching Practices Commission. (Effective 1/30/75, Reg.53). All persons who work with school children in educational settings should be aware of these standards of conduct and act within them.

20 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS

(a) The following code of ethics and professional teaching standards of the Professional Teaching Practices Commission governs all members of the teaching profession. A violation of this section constitutes grounds for revocation or suspension of certification as provided in AS 14.20.030.

(b) In fulfilling obligations to students, an educator
  (1) may not restrain a student from independent action in the student's pursuit of learning or deny the student access to varying points of view without reasonable cause;
  (2) may not deliberately suppress or distort subject matter relevant to a student's progress;

(3) shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;
(4) may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;
(5) may not expose a student to unnecessary embarrassment or disparagement;
(6) may not, on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation exclude any student from participation in or deny the student a benefit under any program, nor grant any discriminatory consideration or advantage;
(7) may not use professional relationships with students for private advantage or gain;
(8) shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;
(9) shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

(c) In fulfilling obligations to the public, an educator
(1) may not misrepresent an institution or organization with which the educator is affiliated;
(2) shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;
(3) may not knowingly distort or misrepresent facts concerning educational matters in direct and indirect public expressions;
(4) may not interfere with a colleague's exercise of political or citizenship rights and responsibilities;
(5) may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
(6) may not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, nor offer a gratuity, gift, or favor to obtain special advantage.

(d) In fulfilling obligations to the profession, an educator
(1) may not, on the basis of race, color, creed, sex, national origin, material status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, nor discriminate in employment practice, assignment, or personnel evaluation;
(2) shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
(3) may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;
(4) may not sexually harass a fellow employee;
(5) shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
(6) shall provide, upon the request of the affected party, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;
(7) may not deliberately misrepresent the educator's or another's professional qualifications;
(8) may not submit fraudulent information on any document in connection with professional activities;
(9) may not knowingly distort an evaluation on the educator's or another's professional performance;
(10) may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;
(11) may not intentionally file a false or malicious complaint with the commission;
(12) may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;
(13) shall cooperate fully and honestly in investigations and hearings of the commission;
(14) may not knowingly withhold or distort information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
(15) may not unlawfully breach a professional employment contract;
(16) shall conduct professional business through appropriate channels;
(17) may not assign tasks to unqualified personnel.

Evaluation Guidelines
for Alaska School Library Media Programs

The Alaska Association of School Librarians prepared this guidelines checklist in response to the publication *Information Power:Guidelines for School Library Media Programs*[1]. It can be used in self-evaluation of your program and may assist in planning sessions with your administration.

	Need Assistance	In Progress	Accomplished
MANAGEMENT/ADMINISTRATION			
1. The school library media center has a written library policy which includes a statement of purpose plus long and short range goals.	☐	☐	☐
2. The school library media center has a collection development plan.	☐	☐	☐
3. The school library media center has a plan for implementing technology as it relates to collection management and access to information.	☐	☐	☐
4. The school library media center has a procedures handbook.	☐	☐	☐
5 The school library media center is identified as a budget category in the annual school budget.	☐	☐	☐
6. The school library media specialist or school library media center has professional membership in organizations such as the Alaska Library Association and the Alaska Association of School Librarians, the American Library Association, etc..	☐	☐	☐
7. The school library media center owns a copy of the booklet *Information Power: Guidelines for School Library Media Programs* and has a plan for implementing these guidelines.	☐	☐	☐
8. The school library media center staff actively seeks input from students, staff, parents, and community in regularly evaluating the school library media collection, services, and programs.	☐	☐	☐

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[1] American Association of School Librarians and Association for Educational Communications and Technology; *Information Power; Guidelines for School Library Media Programs.* Chicago: American Library Association, 1988.

	Need Assistance	In Progress	Accomplished
PERSONNEL			
1. The school library media staff consists of an adequate number of certified library media specialists and other library workers coordinated by a certified district school library media specialist. (Refer to the attached table.)	☐	☐	☐
2. A school library media staff person is present during all hours of operation.	☐	☐	☐
3. The school library media center has a current job description for each school library media staff position.	☐	☐	☐
4. The school library media center staff is evaluated using an assessment tool designed for library media center workers.	☐	☐	☐
5. The school library media staff is trained in library procedures and service.	☐	☐	☐
6. The school library media staff follows library policies and procedures as outlined in the district library handbook.	☐	☐	☐
7. The school library media staff assists administrators and teachers in developing and implementing the school curriculum.	☐	☐	☐
COLLECTIONS			
1. The school library media center collection reflects the principles of intellectual freedom by including information from diverse points of view.	☐	☐	☐
2. The school library media staff uses professional review publication for selection of new materials.	☐	☐	☐
3. The school library media collection is cataloged and systematically arranged according to accepted standards.	☐	☐	☐
4. The school library media center provides an up-to-date public access catalog of all library media center materials.	☐	☐	☐
5. The school library media center has access to the Alaska Library Network database via LaserCat, or dial-up.	☐	☐	☐

	Need Assistance	**In Progress**	**Accomplished**
6. The school library media center includes materials to support the curriculum and promote student interests in a variety of formats including but not limited to:			
fiction	☐	☐	☐
non fiction	☐	☐	☐
newspapers - local, state, national	☐	☐	☐
magazines - suited to student interests and professional staff development	☐	☐	☐
state and local history materials	☐	☐	☐
AV materials in a variety of formats	☐	☐	☐
computer software	☐	☐	☐
bilingual materials	☐	☐	☐
multicultural materials	☐	☐	☐
7. The school library reference collection includes, but is not limited to, each of the following:			
dictionaries - abridged and unabridged	☐	☐	☐
encyclopedias (at least one set not over 3 years old)	☐	☐	☐
current almanac	☐	☐	☐
current Alaska Blue Book	☐	☐	☐
world atlas (at least one atlas not over 3 years old)	☐	☐	☐
current local telephone book	☐	☐	☐
8. The school library media collection's size meets the recommendations shown in the attached table.	☐	☐	☐
9. The school library media center has a written selection policy, based on the district level policy or collection development plan, which includes procedures for adding, withdrawing, and reconsidering existing library materials.	☐	☐	☐

	Need Assistance	In Progress	Accomplished
10. The school library media center's collection is developed by a certified school library media specialist with student, staff, and community input.	☐	☐	☐
11. The school library media center maintains confidential patron records in accordance with Alaska State Statute.	☐	☐	☐
12. The school library media collection is supplemented by other library media collections and community resources through cooperative networks and interlibrary loan.	☐	☐	☐
13. The school library media collection is inventoried and evaluated on a regular and/or continuing basis.	☐	☐	☐

SCHOOL LIBRARY MEDIA CENTER PROGRAMS

1. The school library media staff offers a variety of programs to motivate reading and library use for all levels of the student population.	☐	☐	☐
2. The school library media staff involves teachers, parents, and community members in library programs.	☐	☐	☐
3. The school library media staff enlists the assistance of student and community volunteers.	☐	☐	☐
4. The school library media staff trains students and teachers on how to independently locate, interpret and use information.	☐	☐	☐
5. The school library media staff works with teachers to integrate library and information skills into daily classroom instruction.	☐	☐	☐
6. The school library media staff monitors student progress in information skills.	☐	☐	☐

SERVICES AND ACCESSIBILITY

1. The school library media center provides free library media service to the entire school population.	☐	☐	☐

	Need Assistance	In Progress	Accomplished
2. The school library media center is open for at least the number of hours recommended for the number of students if serves. (Refer to AK Standards.)	☐	☐	☐
3. The school library media center provides access to a dedicated telephone line that can be used for referance work and with a computer and modem to establish on-line access to information sources.	☐	☐	☐
4. The school library media center's services and programs are coordinated with those of other libraries and agencies.	☐	☐	☐
5. The school library media center maintains a circulateion system for keeping track of all materials that are checked out.	☐	☐	☐
6. The school library media center provides community access to the existing school library media collection within the guidelines of the school district.	☐	☐	☐
7. The school library media center provides access to a FAX machine to facilitate resource sharing and interlibrary loan.	☐	☐	☐
8. The school library media staff actively promotes the use of new materials, equipment, and services.	☐	☐	☐

PUBLIC/COMMUNITY RELATIONS

1. The school library media center uses a variety of public relations techniques to advertise its services to the school and community.	☐	☐	☐

FACILITIES

1. The school library media center has signs designating its location and hours of service.	☐	☐	☐
2. The school library media center is conveniently located to promote easy and frequent access.	☐	☐	☐
3. The school library media center's areas are clearly designated.	☐	☐	☐
4. The school library media center has space and furniture appropriate for use by all its patrons — i.e. books for children on low shelves.	☐	☐	☐

	Need Assistance	In Progress	Accomplished
5. The school library media center, if intended to also serve as a community library, has a separate outside entrance and nearby access to restrooms and drinking fountains to allow use of the facility outside school hours. Not applicable ☐	☐	☐	☐
6. The school library media center has areas for group and individual study, storytelling, and staff work.	☐	☐	☐
7. The school library media center offers an aesthetically pleasing, barrier-free learning environment.	☐	☐	☐
8. The school library media center has adequate space to meet the needs of the number of students it serves as recommended in the attached table.	☐	☐	☐

FUNDING

	Need Assistance	In Progress	Accomplished
1. The school library media center collection budget meets levels recommended in the attached chart.	☐	☐	☐
2. The school library media center budget is prepared with input from the certified school library media specialist.	☐	☐	☐
3. The school library media specialist actively seeks and utilizes additional funding sources whenever possible.	☐	☐	☐

CONTINUING EDUCATION

	Need Assistance	In Progress	Accomplished
1. The school library media staff is granted professional leave in order to attend library and library-related conferences and workshops.	☐	☐	☐
2. The school library media staff is provided financial support for continuing education and conference attendance.	☐	☐	☐
3. The school library media staff is provided cooperative planning time for district-wide library media staff development.	☐	☐	☐

Evaluation
of Library Media Specialists

In many school districts, library media personnel are evaluated on a standard form developed or adopted for teaching staff. If the library personnel is clerical, that standard evaluation form is used. Neither of these cases will reflect a true picture of the operation of a media center. It frequently is a requirement that a standard form be used, but a librarian-specific form can sometimes be substituted if administration and library staff agree. In other cases, you may wish to ask that your principal use a library-oriented checklist as well as the standard document of your district.

Although it may sound odd to request double evaluations, you can gain a great deal from the additional attention to your program. Your evaluator will be looking at the parts of your program which are unique and which you wish to bring to his or her attention. While standard educational evaluations almost totally ensure you will be evaluated during the teaching of a research lesson, the instrument which is library-specific should have your principal considering your skills in management, selection, budgeting, processing, and the myriad other tasks which distinguish the duties of librarianship from those of the classroom teacher.

Evaluation forms for library media staff can either be developed in-house or can be adapted from many examples which are available in current professional literature. On the reverse of this page is an example of an Alaskan district form[1] which was developed specifically for media personnel in a village setting. Many examples from all over the United States are available at the State Library Office (269-6568). The form which you create should reflect your job description, your district's educational goals, and state standards for library media programs.

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[1] Supplied by Roz Goodman, District Media Coordinator, Bering Straits School District.

BERING STRAIT SCHOOL DISTRICT
P.O. Box 225 Unalakleet, Alaska 99684
MEDIA SPECIALIST EVALUATION

Teacher ______________________________ School ____________________________________ Date ______

Assignment ___________________ Dates teacher was employed from _________ to _________ Total full years _____

Key (1) Exemplary: Performance is beyond stated criteria and exceeds what is reasonably expected.
(2) Effective: The performance criteria are met.
*(3) Needs Improvements: Performance is generally below the criteria of what is expected.
*(4) Unsatisfactory: Performance does not meet district criteria.
(Note *: Items 3 and 4 require a written plan for improvement).

Performance Criteria

	Assessment			
Part I Instruction	1	2	3	4
1. Instructs individuals and groups in library skills and methods of research				
2. Provides reference services to students, staff and administration				
3. Plans learning activities with professional staff				
4. Plans and organizes in-service training (for staff and administration)				
5. Serves as a consultant on instructional materials to staff and administration				
6. Provides a functional and attractive media center				
7. Publicizes new services, acquisitions and media events				
8. Adapts available resources to the curriculum				

Part II Management	1	2	3	4
1. Develops and implements goals and policies of the media center				
2. Keeps administrators aware of the needs of the media center through reports and budget requests				
3. Organizes materials and equipment for ease of accessibility and circulation				
4. Cooperates with students, staff and administration				
5. Maintains good public relations				
6. Makes use of networking				
7. Selects and purchases materials and equipment				
8. Effectively supervises and uses the Media Secretary				

Part III Parent/Community Relationships	1	2	3	4
1. Utilizes community services and resources				
2. Is tolerant and understanding of village lifestyles				
3. Maintains positive community relationships				
4. Participates in community functions and activities				
5. Willingly learns to deal with the local community and its needs				

Part IV Personal Characteristics/General School Service	1	2	3	4
1. Demonstrates emotional stability, self control and good judgement				
2. Is self-reliant, yet flexible/able to adapt to the village setting				
3. Is open minded and accepting of cultural differences				
4. Shows patience, tact and consideration for others				
5. Spends the time necessary to do the job				
6. Willingly works with and shares with others				
7. Is accurate and prompt with required reports and duties				
8. Demonstrates a professional and ethical attitude				
9. Contributes and shares in co-curricular activities				
10. Understands the need for personal/professional growth, self-renewal and recreation				
11. Maintains adequate health and work attendance				
12. Shows enthusiasm for the profession				

Filing Rules

General rules for filing in a small dictionary-style (alphabetical order) catalog are included followed by examples for filing. The bold letters and numbers in the examples indicate the location where a filing rule was applied.

1. File by the top line of the catalog card. Ignore the articles "a", "an", or "the" when appearing as the FIRST word of a line (but include them if they come later in the line).

2. File cards on which the top line begins with numbers, either expressed in digits or in another form of numbers, before cards beginning with letters, and sequence them according to their numerical value.

Examples:

1, 2, buckle my shoe
1 brief shining moment
The **1st** International Conference...
2nd Soviet-Swedish Symposium
XIIth annual report
20 Landscape painters
20th Century
1001 pitfalls
1,001 valuable things
1800-1850, Americans move westward
$3,650,000 general obligation bonds
200,000,000 guinea pigs

3. Letters (A-Z) follow numerals and are sequenced according to the English alphabet (a, b, c, d, etc.), except ignore the article "a", "an", or "the" when (and only when) it is the first word of a line. Upper case (capital letters) and lower case letters (small letters) have equal filing value.

Articles, a, an, the, **when within** a title or phrase are used in filing. For example, in *Managing the School Library*, "the" is used in filing.

Examples:

A to Z

The **Al**manac of world military power

An **Apple** a day

An **Apple** can cure you

Dogs, dogs, dogs

Games for everyone

The **Hotel** guide

4. File word by word with shorter words before longer (if they have the same sequence of letters), and letter by letter within the word.

Examples:
I see a song
The **Idea** of America
Idealism
Ideals
In Vogue
Income

NEW YORK
New Yorker
NEW ZEALAND
Newberry, William
Newbery and Caldecott Award
NEWSPAPER DESIGN

(A helpful phrase to remember: "Nothing [a blank] comes before something [a letter]).

5. Initials separated by punctuation are filed as separate words. Abbreviations without interior punctuation are filed as single whole words in alphabetical order; for example, "U.S." is filed as two separate words, while "IBM" is filed as one. (Periods = space)

Examples:

A. A. Milne
A-Apple pie
A.I.D. research and
A.K.C.'s world
Aaker, David
The **abbreviation** citation
ABC Afterschool specials

6. Numbers expressed as words are filed alphabetically.

Example:
"One hundred" is filed with the letter "O".

7. Ignore most punctuation by treating it as a space (under ALA rules). The symbol "&" should be treated as the word "and".

Examples:

A, the apple	(the comma is treated as a space)
A & B forever	(Treat like "A and B together")

8. When one author has written several books, file alphabetically by title.

Example:
Asimov, Isaac
  ABC's of the ocean
  Before the golden age
  Earth: our crowded spaceship

9. Names and abbreviations are filed as written regardless of how they are pronounced or how similar to other forms of the name.

Examples:

Braun
Brown
Browne
Brownn
Doctor Jones
Doctoring Dogs
Dr. Adams

Macauly, George
MacGregor, Ellen
Machine
Matusow, Allen J.
McCallon
The McCall's Book
Mead, Margaret

10. Forenames used by several people follow the alphabetic arrangement, if possible, followed by a descriptive phrase, which is filed alphabetically. For royalty, numerals are chronological, earliest first.

Examples:

GEORGE III, KING OF GREAT BRITAIN, 1738-1820.
George, Alan.
Henry!
HENRY II. KING OF ENGLAND, 1133-1189.
Henry **3**
HENRY IV. KING OF ENGLAND, 1367-1413--DRAMA.
HENRY IV. KING OF **FRANCE**, 1553-1610.
HENRY V. KING OF ENGLAND, 1387-1422.
HENRY VIII. KING OF ENGLAND, 1491-1547.
Henry **A.** Wallace.
Henry **Adams**.
Henry **and** Beezus
Henry, Chief.
HENRY, CHARLES, 1859-1906.
Henry, Charles **Eugene**, 1835-1906.
Henry, **Will**, 1912- .

11. File works by an author before works about the author (author as a subject).

Examples:

Blume, Judy	(author)
BLUME, JUDY	(subject, note *capital letters*)
BLUME, JUDY--BIOGRAPHY	(subject)

12. Subject subdivisions are filed straight through alphabetically using ALA rules.

Examples:

CHILDREN
CHILDREN--**AFRICA**
CHILDREN--**ALCOHOL USE**
CHILDREN AND DEATH
CHILDREN **(CHRISTIAN THEOLOGY)**
CHILDREN, **DEAF**
CHILDREN--**SURGERY**
CHILDREN--**UNITED STATES**
CHILDREN, **VAGRANT**

13. In ALA, when the access points (top line on card) are identical, file in this order:

a. References to main entries (authors or titles) [**References** are *see also* cards]
b. Main entries (authors or titles)
c. References to subjects
d. Subjects

Examples:

AMERICAN LITERATURE--ADDRESSES, ESSAYS, LECTURES
AMERICAN LITERATURE--AFRO-AMERICAN AUTHORS
American literature collection **See also** U.S. literature collection (title reference)
American literature collection **(title)**
AMERICAN LITERATURE COLLECTION **(Subject)**
AMERICAN LITERATURE--STUDY AND TEACHING

London Symphony Orchestra See also LSO
London Symphony Orchestra
LONDON SYSMPHONY ORCHESTRA

14. Period subdivisions in the form of "TO (date)" precede all other dates in the chronological sequence. (The **beginning** date is the cue to filing, rather than the ending).

Examples:
EGYPT--HISTORY--TO 640 A.D.
EGYPT--HISTORY--420-1150.

15. Period subdivisions are arranged in chronological sequence, even when the dates do not appear.

Examples:
FRANCE--HISTORY--CAROLINGEN ERA, 1380-1422.
FRANCE--HISTORY--16th CENTURY. *(1500's)*

16. Terms of honor (Dame, Lady, Lord, Sir) and terms of address (e.g. Mrs.) which precede a first name are filed as though they follow the forename.

Examples:

REYNOLDS, JOHN HAMILTON, 1794-1852.
REYNOLDS, JOSEPH JONES.
REYNOLDS, SIR **JOSHUA**, 1723-1792.
REYNOLDS, RALPH, 1782-1857.

Dictionary Catalog Filing Examples

Alaska
ALASKA
Alaska accident statistics
Alaska. Agriculture Experiment Stations
ALASKA--ANTIQUITIES
ALASKA--BIOGRAPHY
ALASKA--BIOGRAPHY--DIRECTORIES
Alaska. Dept. of Administration
Alaska. Dept of Fish and Game
ALASKA. DEPT. OF FISH AND GAME--DIRECTORIES
ALASKA--DESCRIPTION AND TRAVEL--1896-1959
Alaska native languages
ALASKA--POETRY
ALASKA RAILROAD
Alaska statehood
Alaska, the 49th state
Alaska : the big land
An Alaskan reader
The Alaskans
Alaska's flag
The Children
CHILDREN
Children : a pictorial archive
CHILDREN, ADOPTED
CHILDREN--AFRICA
CHILDREN AS ACTORS
CHILDREN (INTERNATIONAL LAW)
Children; poems and prose
CHILDREN--UNITED STATES
CHILDREN, VAGRANT
CHILDREN--WRITING
DDT (INSECTICIDE)
De Bary
De La Mare
De Laguna
The Decline
Del Mar
DeLany
Des Moines (Iowa)
Design
Fairbank, Thomas John
Fairbanks, a city historic building survey
Fairbanks (Alaska)
FAIRBANKS (ALASKA)
FAIRBANKS (ALASKA)--BIOGRAPHY
Fairbanks, Alaska. City Hall
FAIRBANKS (ALASKA)--FAIRS
Fairbanks, Charles
Fairbanks, Commercial Club
Fairbanks. Crisis Line
FAIRBANKS, DOUGLAS, 1883-1939
FAIRBANKS, DOUGLAS, 1883-1939--PORTRAITS, ETC.
FAIRBANKS, DOUGLAS, 1909-
Fairbanks flood disaster
Fairbanks, golden heart city
Fairbanks: golden heart of Alaska
Fairbanks, Virgil F., 1930-
Fairy tales from Viet Nam
FAIRY TALES--GERMANY
FAIRY TALES IN LITERATURE
FAIRY TALES--NORWAY

George; an early autobiography
George and Anna
GEORGE, FORT (ONT.)
GEORGE, LAKE, ALASKA
GEORGE, LAKE--HISTORY
INDIAN PONIES
INDIANS OF NORTH AMERICA--ALASKA--BASKET MAKING
INDIANS OF NORTH AMERICA--BOATS
INDIANS OF NORTH AMERICA--CALIFORNIA
INDIANS OF NORTH AMERICA--DANCES
INDIANS OF NORTH AMERICA--LANGUAGES
INDIANS OF NORTH AMERICA--TRIBAL GOVERNMENT
INDIANS OF NORTH AMERICA--WOODCARVING
INDIANS OF NORTH AMERICA--UTAH
INDIANS OF NORTH AMERICA--WEST (U.S.)
INDIANS OF NORTH AMERICA--YUKON TERRITORY
Indians of Puget Sound
INDIANS OF SOUTH AMERICA
Indians of the North Pacific Coast
MacGregor, George
Machinery
McCallon, Edward
Mister Billy's gun
MIT Press
Model cars
Mr. Blue
Mrs. Mike
Ms. The decade of women
The Mudlark
NEW YORK. ACTORS STUDIO
NEW YORK. City College
NEW YORK (N.Y.)--BUILDINGS
NEW YORK (STATE)--ANTIQUITIES
NEWSPAPER PUBLISHING
Norton, Andre
    At swords' points
    Galactic derelict
    Steel magic
NORTON, ANDRE--BIBLIOGRAPHY
NORTON BAY
NORTON FAMILY
Norton Sound Health Corporation
NORTON SOUND REGION (ALASKA)
NORTON, WILLIAM
U.S.A. oil industry directory. 1970-
The U.S. Air Force
The U.S.S.R. TODAY
U.S. scientists
United Press Associations
UNITED STATES--AIR DEFENSES
UNITED STATES--HISTORY
UNITED STATES--HISTORY--COLONIAL PERIOD, CA. 1600-1775
UNITED STATES--HISTORY--QUEEN ANNE'S WAR, 1702-1713
UNITED STATES--HISTORY--REVOLUTION, 1732-1799
UNITED STATES--HISTORY--FRENCH AND INDIAN WAR, 1755-1763
UNITED STATES--HISTORY--REVOLUTION, 1775-1783
UNITED STATES--HISTORY--1783-1865
UNITED STATES--HISTORY--1809-1817
UNITED STATES--HISTORY--WAR OF 1812
UNITED STATES--HISTORY--CIVIL WAR, 1861-1865
UNITED STATES--HISTORY--1865-1900
UNITED STATES--HISTORY--20th CENTURY
UNITED STATES--HISTORY--1901-1953

GNOSIS

Gnosis[1] (pronounced 'no-sis', meaning knowledge) is the University of Alaska libraries' online circulation system. Gnosis is also an Online Public Access Catalog (OPAC), and easily accessible from any networked computer in the world. Using Gnosis you can search 1) UA libraries' book and serial holdings; and 2) the Alaska Periodical Index (sometimes called Bibliography of Alaskana or BibAk), an online index to journal articles pertaining to Alaska.

Gnosis Catalog of UA Libraries

The Gnosis catalog includes the book and serial collections from UAA, UAF, and their extended campuses. It does not include UA Southeast as their library is on a different system. The Gnosis catalog may be used to do author, title, and subject searches as may LaserCat. What distinguishes Gnosis is that it will also tell you if the material is available and on the shelf, or if it is checked out. Because the Gnosis catalog is online, it is the most current catalog for the University system.

The Gnosis Catalog vs. LaserCat

Whether you use Gnosis or LaserCat to search the UA Library Catalog may be a matter of availability. Gnosis is updated weekly (LaserCat only quarterly) and will tell you whether an item is available. Many people, however, find LaserCat easier to search than Gnosis. If you have access to both, you will be able to choose the one that fits your needs and your preferences.

Alaska Periodical Index

The Alaska Periodical Index is a separate file on Gnosis that indexes journal articles written about Alaska and other polar regions. It contains more than 80,000 citations, dating from 1978 to the present, and adds roughly 5,000 references to new articles each year. The Alaska Periodical Index is based on a selection of about 450 journals owned by UAF's Rasmuson Library, which produces the file. Journals are indexed within 48 hours of their receipt. Citations are loaded into the databases and immediately available for online searching. In recent years, citations to some non-periodical literature have been added, so you will occasionally find references to books or other sources that deal with Alaska or are of interest to Alaskans.

The Alaska Periodical Index does not index newspaper articles. It does, however, index the weekly magazine supplements to the Anchorage Daily News (called We Alaskans) and the Fairbanks Daily News Miner (The Heartland). So, while you can find citations to articles in these two supplements, you will not find any to articles in the other sections of the two newspapers. The Alaska Periodical Index is also available on PolarPac (updated annually), a CD-ROM focusing on polar regions materials. PolarPac is available in larger university, special and public libraries.

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[1] From: "Gnosis" Library Resources and Information Retrieval. UAA, 1995. pp. 5-1,2,3,4

Dialing into Gnosis

The simplest way of getting to Gnosis is through SLED (State-wide Library Electronic Doorway). See the entry under *SLED* /S-7 for directions. Once in SLED, choose **Library Catalogs and Resources** from the main menu and pick **University of Alaska Libraries** to connect to Gnosis.

Selecting a File

The Catalog of UA Libraries and the Alaska Periodical Index are contained in two separate files on Gnosis. The files can only be searched individually, although the same commands are used for both. To select the file you want, type /Lib and press return. The screen will offer you a choice of:

01. Catalog of UA Libraries
02. Alaska Periodical Index

Type the line number (1 or 2) of the file you want and press return.

Searching

When you are using a modem to access Gnosis, you will need to enter search commands rather than use function key commands that are available in the libraries. You can browse (move backwards and forwards) through a list of titles, authors, and subjects by using the Previous Screen (PS) and the Next Screen (NS) commands. If you want to move several screens at once, type either PS or NS followed by a space and then the number of screens you want to move. Press the Return Key.

PS	will move you backwards one screen
PS 3	will move you backwards three screens

Valid commands are shown at the bottom of each screen, and you can enter a command from any screen.

Exact Searches: A/ T/ S/

If you want to know whether the library owns a book for which you know the exact author, title, or LC subject heading, you can search using the commands a/ (for author), t/ (for title), or s/ (for subject heading).

To do an exact author search for a book by Charles Bunnell, you can would type

A/bunnell charles, and press return.

The screen will show a numbered listing of authors in alphabetical order beginning with the author you are searching (if it is there). Type the line number for the author you want and press return. Browse through screens of numbered entries by typing in the NS (or PS) command. To find out what library owns an item, type in its line number and press return. The screen will show a numbered list of libraries that have the item or, if only one library has it, will give the call number, library location, and availability.

Exact title and subject searches are done the same way. For example,

/alaska bear tales

would search for a book of that title, and

s/bear hunting--alaska

would search for items assigned that subject heading.

Keyword Searches: W/A W/T W/S

Keyword searching lets you to scan the catalog's records, looking for individual words that may be in the author, title and/or subject fields. Use a keyword search if an exact search produced no matches or if you do not know the exact title, author, or subject heading.

w/:	(with w meaning word) Keyword all searches for the word(s) in author, title, and subject entries. It will also search publication date;
w/a:	searches all author entries;
w/t:	searches all title entries; and
w/s:	all subject entries

You can search for more than one keyword at a time by leaving a space between each word. For example, if you remembered that the title of the book you need had hunting in it, the subject of the book was subsistence, and the author's name was Tom Something, you type in:

w/hunting subsistence tom.

You can search for more than one word in any type of keyword search,

for example: w/s: canada salmon

Boolean Searching: B/ W/

The Boolean command b/ enables you to combine individual keyword searches to narrow your results. To do this, type in b/ followed by the line numbers of the searches you want to combine. Link the searches with an ampersand (&),

for example: b/4 & 6

Novice Users

Gnosis has a "Novice User Search System" for users who would like to learn to search on their own. Type a question mark "?" and tap the return key to begine the novice user search. It will guide you step-by-step through searching.

Grants

School libraries are normally supported in their programs and development by the budget of the school district. Occasionally, additional funds become available from legislative appropriations or gifts from local businesses or residents. Some librarians become adept at raising money for their library using fund-raising activities such as book fairs or read-ins or even candy sales. Another road to increasing the financial base of the library is applying for grants, either on the local or federal level. Grantsmanship is a highly technical field, and most districts employ someone who has special expertise to help district programs write the best possible applications. The process is usually very difficult, but the financial rewards can be well worth the effort. Information about grants available to educational institutions can be found on the Internet at
www.enc.org/other_grant.html
and at *infoserv.rttonet.psu.edu/gweb.htm*
and at *www.einet.net/galaxy/Reference-and-Interdisciplinary-Information/Grant.html* .

In Alaska, school libraries are eligible to apply for **Interlibrary Cooperation Grants** given each year by the Alaska State Library. This grant process is less stringent than most of the federal programs, and can be completed by building level librarians. In the past several years, the ILC grants have been awarded to several school libraries. Awards are given for projects which serve interlibrary cooperation or have a statewide significance.

In late January or early February, applications are sent to every school district office, every district library coordinator, every public library, and every library which has applied in the past. Replies are due back on April 1. Amounts awarded have ranged from $250.00 to $10,000.00. This is the only State Library grant program for which school libraries are eligible.

The State Library and the Governor's Advisory Council on Libraries are especially interested in proposals which address any of the following :

1. Strengthen statewide library service through resource sharing.
2. Assist libraries in accessing communications and computer technologies which improve the delivery of library services.
3. Provide access for small public libraries to reference and interlibrary loan.
4. Promote growth of public library services toward meeting recommendations outlined in the Public Library Guidelines.
5. Assist public libraries in establishing and maintaining community imformation and referral services.
6. Make unique resources available to libraries statewide.
7. Support document delivery, ILL and/or bibliographic services.
8. Support regional networking.
9. Support the development and delivery of continuing education for library staff.

Be careful of the following points:

- The word INTERLIBRARY is the most important in the grant title. Even if your proposed project covers 4 or 5 of the 9 priorities, it will not be eligible if it does not involve another library or libraries OF A DIFFERENT TYPE OR DISTRICT.

- The purpose of the grant is not to replace funds which should be allocated by a district to make its libraries better. Cooperation between the school libraries of a single district is certainly desirable, but that should be a function of the district which invests its own budget to improve library service to its own constituency.

- State funds can come into play when two or more districts are involved in the plans, or when a school library wishes to cooperate with a library operated by another agency, such as a city, university, or non-profit corporation.

Examples of grant requests funded in the past:

§ a regional catalog developed by 2 combined school/public libraries, a public library and a school library (combining types and resource sharing)

§ a teen center book "depot"– a collection of paperbacks set up in a local teen center by a school library and the public library (combining types)

§ audiotapes of original native language materials made by a school library to be distributed statewide (statewide significance)

§ a summer reading program called Reading Partners set up by a school and public library (combining types)

§ fax machines in high school libraries to access the local public library for periodical articles (combining types and resource sharing)

§ AASL summer academy classes (statewide significance)

The State Library will consider funding programs that are specifically set up as "pilot programs", testing a product or program which would have statewide significance if it was proved to work.

The ILC grants should not be written to support ongoing operational costs or to replace primary funding sources.

If you wish to apply for funding for a project which you have developed according to the guidelines above, contact Mary Jennings, Grants Administrator, Alaska State Library at 269-6570 and request an application. If you want to talk to someone about your ideas before filling out the papers, you can contact the School Library/Media Coordinator at 269-6568.

Information Power[1]

As a result of significant changes within education during the 1980s and of the effect of expanded access to new sources of information, AASL and AECT (see below) developed and published in 1988, a document designed to aid local professionals in decision-making, planning and evaluating school library media programs. It has become the standard by which school districts and individual schools can measure themselves against the very best of media programs nationally. The document is being revised for new publication in 1997.

The mission of the library media program is to ensure that students and staff are effective users of ideas and information.

This mission is accomplished:

*by providing intellectual and physical access to materials in all formats

*by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas

*by working with other educators to design learning strategies to meet the needs of individual students.

Objectives

1. **to provide intellectual access to information** through systematic learning activities which develop cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, and creating information at all age levels and in all curriculum content areas.

2. **to provide physical access to information** through (a) a carefully selected and systematically organized collection of diverse learning resources, representing a wide range of subjects, levels of difficulty, communication formats, and technological delivery systems; (b) access to information and materials outside the library media center and the school building through such mechanisms as interlibrary loan, networking and other cooperative agreements, and online searching of databases; and (c) providing instruction in the operation of equipment necessary to use the information in any format

3. **to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information** through introduction to the full range of communications media and use of the new and emerging information technologies

4. **to provide leadership, instruction, and consulting assistance in the use of instructional and information technology** and the use of sound instructional design principles

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[1] [1]American Association of School Librarians and Association for Educational Communications and Technology. *Information Power; Guidelines for School Library Media Programs.* Chicago: American Library Association and Washington, D.C.: Association for Educational Communications and Technology, 1988. Available from ALA for $15.00 ($13.50 member price). Available for loan from Alaska State Library, School Library/Media Coordinator, Anchorage, 269-6568.

5. **to provide resources and activities that contribute to lifelong learning,** while accommodating a wide range of differences in teaching and learning styles and in instructional methods, interests, and capacities

6. **to provide a facility that functions as the information center of the school,** as a locus for integrated, interdisciplinary, intergrade, and school-wide learning activities

7. **to provide resources and learning activities** that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.

Information Skills

Information skills are best learned by students when they are integrated into the curriculum. There are many levels of curriculum integration and there is a wide range of implementation in schools. Loertscher describes the role of school libraries in the curriculum1. Level 11 reflects the greatest integration.

Taxonomy for School Library Media Integration[1]

- **Level 1** No involvement. The library media center is bypassed entirely.
- **Level 2** Self-help warehouse. Facilities and materials are available for the self-starter.
- **Level 3** Individual reference assistance. Students or teachers retrieve requested information or materials for specific needs.
- **Level 4** Spontaneous interaction and gathering. Spur-or-the-moment activities and gathering of materials occur with no advance notice.
- **Level 5** Cursory planning. Informal and brief planning with teachers and students for library media center involvement—usually done in the hall, the teachers' lounge, the lunchroom, etc. (Here's an idea for an activity and new materials to use. Have you seen…? Can I get you a film?)
- **Level 6** Planned gathering. Gathering of materials is done in advance of class project upon teacher request.
- **Level 7** Evangelistic outreach. A concerted effort is made to promote the philosophy of the library media center program.
- **Level 8** Scheduled planning in the support role. Formal planning is done with a teacher or group of students to supply materials or activities for a previously planned resource-based teaching unit or project.
- **Level 9** Instructional design, Level I. The library media specialist participates in every step of the development, execution, and evaluation of a resource-based teaching unit. LMC involvement is considered as enrichment or as supplementary.
- **Level 10** Instructional design, Level II. The library media center staff participates in resource-based teaching units where the entire unit content depends on the resources and activities of the LMC program.
- **Level 11** Curriculum development. Along with other educators, the library media specialist contributes to the planning and structure of what will actually be taught in the school or district.

States and individual school districts are integrating information skills into their curriculum goals. Watch for appropriate places to integrate information skills in support of the goals of Alaska 2000.

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[1] Loertscher, David V. *Taxonomies for School Library Media Programs*. Englewood, Colorado: Libraries Unlimited, 1988 p.10.

Information skills are "survival skills" in this "age of information." It is critical for people to be able to find information, evaluate it and use it in their every day lives. These information skills are an important part of each area of the curriculum.

Example of Information Skills **Objectives**[2]

Core Objective A
The student will understand the function of information in contemporary society.
This involves the ability to:

- Understand what is meant by "Information Age"
- Recognize that information is needed for decision making
- Understand that information is increasing exponentially
- Understand that information is a commodity
- Recognize that technology has created a global village

Core Objective B
The Student will use libraries and other information systems as sources of information and recreation. This involves the ability to:

- Identify and describe the functions of various kinds of libraries
- Understand how information is organized in libraries
- Identify community resources
- Identify local, regional and national databases
- Understand the concepts of networking and interlibrary loan

Core Objective C
The Student will demonstrate responsible and ethical use of information and information technologies. This involves the ability to:

- Understand and abide by the copyright law
- Credit work of others
- Understand the principals of online ethics

Examples of information skills **goals**:
The students will be able:

- To define information needed
  - To develop a search strategy
  - To locate the resources
  - To assess the information
- To locate and use materials and equipment
- To review, evaluate and select media
- To learn and apply study, research, reference, and critical-thinking skills
  - To use reference skills to locate information in a variety of sources
  - To use Research skills to evaluation, select, record and reorganize information
- To comprehend content in various types of media
  - To use a variety of sources to acquire information
  - To process and evaluate content from a variety of sources, applying comprehension skills
- To retrieve and manage information
  - To manipulate information using electronic sources
- To develop lifelong reading habits
- To appreciate literature
  - To recognize and choose to enjoy all types of literature through a variety of formats
- To value books and other media
  - To respect the rights of creators of media
  - To respect the principles of intellectual freedom
- To create print and nonprint media

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[2] *Information Skills*. Concord, New Hampshire: New Hampshire Department of Education, 1992. p.5.

Interlibrary Loan (ILL)

Interlibrary Loan: The process of supplementing the resources of a library with materials or information borrowed from another library or agency. Usually used for books or other material for which there is so little request that purchase would be uneconomical and for which there is no reasonable substitute at hand.

> *The State of Alaska does not have centralized resource centers from which schools can obtain materials to support curriculum. Each district is responsible for meeting its own needs. Interlibrary loan is available to schools, but it is designed only to* ***supplement*** *local resources. Most loaning libraries have limits on the total number of items they will loan an individual or school and the number of copies of a single title they are willing to provide. The number of pages which can be faxed in response to a request is also limited. Turnaround times in borrowing through the mail cannot be guaranteed and should never be assumed to be less than 3 to 4 weeks. In all ILL transactions, the lending library pays postage for materials sent out and the borrowing library must pay for returning them.*

¶ If you are in a school district for which there is a **DISTRICT MEDIA COORDINATOR:**

Contact the district library/media coordinator for procedures on interlibrary loan. Each district will have its own procedures arranged to take advantage of an Alaska State Library program, but in all cases they must begin with this contact.

> If you are a District Media Coordinator and don't already have working ILL procedures with the Alaska State Network, please contact the School Library/Medi Coordinator (269-6568) to be sure state protocols are met by the method you develop.

¶ If you are in a **COMBINED SCHOOL/PUBLIC LIBRARY:**

Combined school/public libraries have their own ILL tools. If you are working in a combined library and do not have instructions, contact a coordinator at the State Library for more information. (See the entry under Alaska State Library/A-6 for phone numbers).

¶ If you are in a district which has **NO district media coordinator:**

Where there is no district level program, the school librarian can request an interlibrary loan directly from another library. Alaskan interlibrary loan protocol requires (1) verifying the title being requested, (2) determining one or more holding libraries and (3) sending the correct type of request form directly to the nearest library that owns the title. Information about these three steps follows:

BEST COPY AVAILABLE

(1) Verifying a title:

To **verify** a title, you must find it in the catalog of a library which owns it or in some master (union) catalog of many libraries. You will need several pieces of information from this catalog record in order to fill out the proper ILL request form. There are 3 standard methods of doing this.

[a] *Easiest and best*: The CD-ROM products, **LaserCat** and **FastCat K12** (see the entry LaserCat/L-1) produced by the commercial company WLN (see the entry Vendors and Distributors/V-1), include the union catalog for libraries in the state. They also have the holdings of libraries throughout the Pacific Northwest, but Alaskan libraries borrow first from one another both as a courtesy to other states, and because at this point in time Alaskan libraries do not charge one another for interlibrary loans. A library can subscribe to LaserCat on an annual, tri-annual or quarterly basis. The price increases with frequency of issue. If a library is using LaserCat only for ILL, an annual subscription is adequate. WLN allows LaserCat subscribers to pass on out-of-date copies to other users. This allows libraries that normally could not afford a subscription to share the product, but WLN will only provide technical support to the original subscriber. FastCat K12 is issued twice a year and contains the one million most-used records from LaserCat. It is less expensive and only requires 1 CD player. If you have access to LaserCat or FastCat K12, look up the title to be borrowed there, and get the information needed to fill out ta borrowing request.

[b] *Alternate (labor intensive)*: If you have no access to LaserCat, but you have use of a computer with a modem, you can dial into the catalogs of major libraries in the state through **SLED** (see entry under SLED/S-6) to locate libraries that may own materials you want to borrow. You may need to look into several catalogs to find your title. Remember to look within Alaska first.

[c] *Cheapest but least effective:* Another option for verifying is use of the statewide *microfiche* catalog, **ALN Cat**. It contains the holdings of most of the major libraries in the state, including some schools. However, it has not been published since a supplement was issued in 1992, so obviously this will only work for the limited number of requests that can be satisfied by older titles. At the time it was produced, all K-12, high school, middle school and district libraries received copies. If you wish to try using a copy, the State Library still has a limited number of fiche catalogs and an index to the codes of libraries on the fiche. These are available upon request. (Call the State Library at 269-6568). You must have a microfiche reader to use this catalog and the fiche is formatted to be read by a size 42x lens.

(2) Determining holding libraries:

Each of the three verifying methods you may use indicates which library owns, or holds, the title, using their own codes. In each case, to be more certain of actually getting your loan, try to find two or three libraries which could lend the title.

[a] If you are using LaserCat or FastCat K12, you will find a series of two-letter "NUC"codes in a field called **holdings**. Across the bottom of your computer screen, you will see instructions to change the two-letter codes into institution names. You will then need to determine which Alaskan libraries you wish to borrow from, usually the closest. Also, schools normally borrow from public libraries first when a title is owned by both a public and university library. If you are filling out a request form by hand, you can find the library addresses and/or fax number in the Alaska Library Directory published by AkLA (see entry Libraries and Librarians in Alaska/L-3).

[b] If you are using SLED, the library whose catalog you have dialed-up will be listed with address and fax number in the Alaska Library Directory.

[c] If you are using ALN Cat, there is a list of the codes for the holding libraries included with the microfiche. Addresses and fax numbers are in the Alaska Library Directory.

(3) Sending the request form:

Once you have verified the title you are looking for really exists and know what libraries own it, you can either fill out a standard ALA interlibrary loan request form (an example is on page 4 of this entry) or print a LaserCat or FastCat K12 loan form.

[a] LaserCat and FastCat K12 have a screen set up to generate ILL forms. Some of the information which needs to be filled in is automatically done for you. This is probably the easiest way to produce forms. You may want the first library which receives your form to send it on to the next one or two on your list if they cannot fill your request. If so, indicate it on the form.

[b] and [c] These libraries require that you use an ALA approved ILL form. (See the example on the next page for help in filling out.) These must be purchased from library supply companies. (See Vendors and Distributors/V-1.) They are 4-part forms. Mail three parts **OR fax** the top form to the appropriate library. (At this point in time, the Interlibrary Loan staffs of many libraries do not routinely check an e-mail account, so unless you have special arrangements with the particular library you're borrowing from to receive your request via e-mail, the other two options are the safest ways to communicate.)

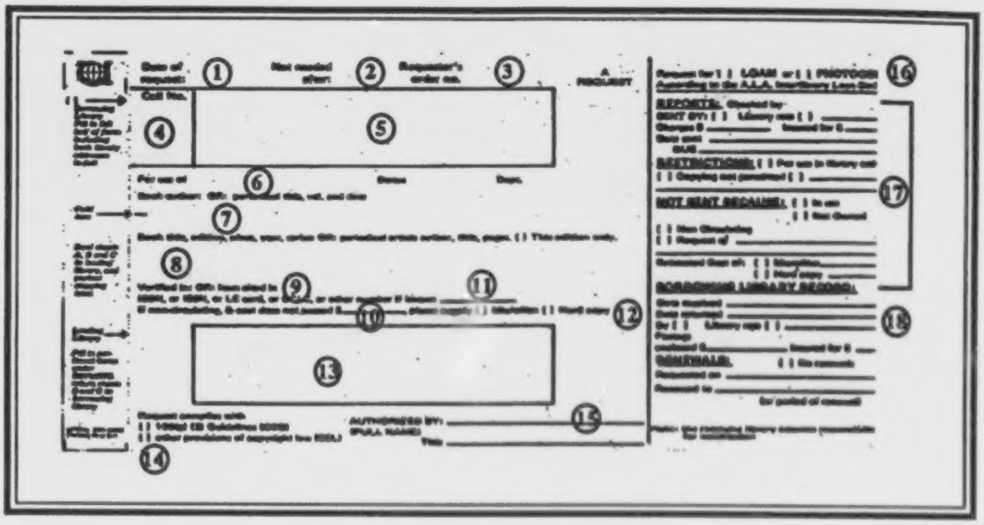
Each interlibrary loan item requires a separate form. The interlibrary loan sections of larger libraries handle many requests. The loaning library needs to be able to separate requests for different handling as they are dealt with. For instance, one request needs to be sent to a branch to be filled, another is not on the shelf and will be checked a second time before being returned as unavailable, and the third can be filled immediately. For this reason, most libraries will not handle lists of requests.

Many loaning libraries are too busy to check to see if some other holding library has your requested book if their copy is lost or checked out. If you know that several libraries own the title you want, and you would like the first library to forward your request if its copy is unavailable, include a list of up to three other holding libraries.

When you feel overwhelmed by the paperwork requirements to conduct interlibrary loan, remember the library at the other end also has overworked staff and is using its own limited resources to assist you. If you are mailing your requests, it is considered a nice courtesy to include an already-addressed-to-you shipping label.

Remember, interlibrary loan can be a wonderful resource for your library even with its rules and limitations.

A SAMPLE *ALA* FORM FOR ILL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1) Date you mail (or fax) the request
2) Last date the material could be used in your building
3) A number you assign (can be used to track how many ILL's you do in a year, etc.)
4) Call number of material (must be copied from source in which you verified the title)
5) Your library name and mailing address
6) Name of patron for whom you are borrowing the material
7) Author (last name first) or name of magazine (include volume # and date) you are requesting an article from
8) Title of book or other material or title of article and page numbers from magazine
9) List source you used to verify the title (LaserCat, FastCat, ALN, on-line catalog, etc.)
10) ISBN or other identifying number listed in the verification source
11) If the library cannot let you check out the material, but is willing to copy it for you, how much are you willing to pay for it?
12) If you have to pay for your item, which format do you want: Microfilm or Paper (hard copy)?
13) Name and address of lending library
14) If you are asking for a photocopy of material, which copyright guideline are you using to ensure that this is a legal copy? (See entry under Copyright/C-12, page 8 to help determine these guidelines.)
15) Your signature and title
16) Mark either LOAN for the entire item or PHOTOCOPY for an article or short piece.
17) This entire section is filled out by the lending library. Notice especially the DUE date line. You should mail the item back to be received at the lending library by this date.
18) You can use this section as your record for when the material arrived, when it was mailed back (in case it's lost in the mail for a while), and for your financial records of how much your ILL program costs (total your postage amounts at the end of the year)

BEST COPY AVAILABLE

Internet[1]

Internet is a global "network of networks" made up of thousands of other networks and nearly 5 million computers linked by a data transfer protocol called TCP/IP. This loose confederation of interconnected networks is now 25 years old. In 1994 the Internet doubled in size, as it has done every year since 1988.

How does the Internet work? "All the content on the Internet is held in computers known as 'servers' at the edges of the network, usually owned and operated by the companies and organisations that want to distribute the information. ... In response to a request, the machines parcel up data in a lot of packets with an address on each one, and send them blindly down the nearest connection to the Internet. When they arrive on the network, they are read by a computer (called a 'router') that has a rough idea of where things are on the Internet. It reads the addresses and sends the packets in the right general direction, using the best path available at that moment."[23]

Currently it is estimated that there are more than 20 million users world-wide on the Internet.

What does the Internet have to do with libraries? The Internet is an information delivery tool (among other things) that will fundamentally change the way we do business. Some key factors for libraries include:

Access
- to current and unique information
- to remote information
- when the library is closed
- to colleagues worldwide
- to free software, graphics, full-text

Leadership
- in information policy discussions
- in organizing information for ease of use
- in creating navigation and retrieval tools
- to insure a voice for the information-poor
- to have a say in the future of libraries

To get connected you need a computer, a modem, communications software, and a telephone line. In communities with an AlaskaNet node or UACN connection, staff of publicly funded libraries can connect through Muskox . Generally school libraries will be connected through their own district links and publicly funded libraries will be connected through Muskox[3], although in some circumstances school librarians may also use Muskox.

Three basic services on Internet are (1) e-mail (electronic mail for communication and listservs), (2) telnet (remote login), and (3) FTP (file transfer protocol).

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[1] From: Elliott, Susan. *Introduction to the Internet.* Presentation at AkLA Conference 1994.
Healop, Brent and David Angell. *Instant Internet Guide.* Reading, MA: Addison-Wesley, 1994.
Tennant, Roy. *Internet Basics.* October, 1992. ERIC Digest EDO-IR-92-7.

[2] Anderson, Christopher. "The Accidental Superhighway." The Economist, July 1, 1995.

[3] See also entry under *Muskox*/M-2 for information about setting up an account.

E-Mail

Electronic mail is a vital communication tool for people including librarians and educators. Everyone on Internet has an address made up of the following:

person@machine.network.domain[4]

A sample address for Clara L. Sitter on orion is:	afcls@orion.alaska.edu
For Susan Elliott on Muskox it would be:	susane@muskox.alaska.edu
Another sample:	brandis@wln.com

- ***E-Mail Listservs*** Listservs are electronic discussion groups that cover a wide range of topics. The discussions make it possible for people of similar interests to discuss common problems, solutions and issues. Messages are posted by members and forwarded to all other members.You can subscribe to listservs to simply receive messages transmitted to you or you can participate in discussions.

- ***E-Journals*** Another type of electronic communication that is growing is the electronic journal (e-journal). Generally this is text distributed to a list of subscribers. There will be more information about this as the opportunities expand.

Remote Login through Telnet

Remote login is the ability of a computer in one location to connect with a computer elsewhere. Once that communication is established, you can use that system as if you were a terminal on the remote system. Within the TCP/IP protocol suite, this facility is called *Telnet.* Through telnet you can connect with other library catalogs (bibliographic databases), university campus information systems, full-text databases, data files and other online services. Most of these systems are available free, although you must of course pay your own telephone charges. The ease and speed of access does not depend on proximity, so the fact that we are in Alaska is not a disadvantage in telnetting.

File Transfer Protocol (FTP)

Another important application of Internet is the ability to transfer files very quickly from one computer to another. This function is similar to using Telnet in that you are connecting with another Internet computer but with this feature you can only locate and transfer files. The types of files include text, software programs, graphic images, and sounds.

Rules to Live By on the Internet

- Learn to use online help
- Upper- and lower-case matter on UNIX systems
- Emulate a VT100 terminal if you are using a text-based system
- Learn the "escape character" and logoff commands
- Use common communications software
  Procomm for PC AND Microphone or Z-Term for Mac
- Get to know your local computer guru

Locating Files and Resources

There are several programs that index the hundreds of files available. Archie (derived from the word archive) is one of the services available. Another, Gopher (developed in 1991) by the University of Minnesota (and named for the UM mascot), uses menus to organize and automate access to information and other online systems on the Internet. WAIS (Wide Area Information Server), CWIS (Campus Wide Information Systems), Veronica (Very Easy Rodent-Oriented Net-Wide Index to Computerized Archives) and (WWW) World Wide Web browsers are other tools to make Internet use easier.

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[4] Key to Domain: com=commercial; edu=education; gov=government; mil=military; org=other; net=network resources; au=country (i.e. au=australia, us=united states, etc.)

Electronic Shorthand[5] Smileys

Many smileys or "emoticons" have emerged from e-mail use. They are probably only appropriate for personal messages and should be used sparingly unless you know that your reader knows the code. Here are a few of the most popular ones. They are usually found at the end of a sentence or message. Hint: Read them from the side e.g. : is the eyes. [For an extensive list ftp to site: nic.funet.fi, directory: /pub/doc/fun/misc, file: smiley.txt.gz.]

:-) = happy
:-(= sad
:-& = tongue-tied
:-< = really upset!
:-@ = screaming
:-D = laughing
:-} = grin
:-o = shocked or amazed
;-) = wink
:-] = smirk
;-(= feel like crying
:-* = kiss
:-# = my lips are sealed
8-) = wide-eyed

Shorthand Emotions

<g> = grin
<l> = laugh
<jk> = just kidding
<s> = sigh
<i> = irony
<> = no comment

Shorthand abbreviations

BRB = be right back
CUL = see you later
FYA = for your amusement
HHOK = ha ha only kidding
OBTW = oh by the way
SO = significant other
TTFN = ta-ta for now
TNX = thanks
BTW = by the way
F2F = face to face
FYI = for your information
IMHO = in my humble opinion
OIC = oh, I see
ROFL = rolling on the floor laughing
TIA = thanks in advance
WRT = with respect to

On-Line Etiquette[6]

1. Compose e-mail and bulletins off line in order to reduce unnecessary network traffic.
2. Make your "subject line" as descriptive as possible.
3. Include a salutation before your message: "Dear John..."
4. Sign your name and tell where you are from. Include your e-mail or alternative addresses.
5. Restate the question that you are answering or the issue on which you are commenting.
6. Acknowledge that you have received a document or file someone has sent you.
7. Check your mail once or twice a week if you expect replies.
8. Delete mail once you have read it.
9. Don't send personal messages on conferences, bulletin boards, or digests.
10. Don't expect an answer in less than 2-3 days.
11. When sending a file, give as much information as possible re length, type and contents.
12. Conference and bulletin board messages are "showcases." Proofread and edit all messages.
13. Don't be vulgar or offensive. It is difficult to show shades of irony, sarcasm, or humor.
14. Don't publicly criticize (or "flame") other network users.
15. Protect others' privacy.
16. Observe standard copyright restrictions; they are the same as for printed materials.
17. Don't upload or download software illegally as it is a serious federal crime.
18. Don't access services illegally.
19. Be careful not to spread computer viruses. Always check downloaded files.
20. Don't write anything you don't want to become public knowledge.

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[5] From: Heslop, Brent and David Angell. The Instant Internet Guide. Reading, Mass.: Addison-Wesley, 1994. pp.14-16

[6] Penzenik, Robert P. *"On-Line Etiquette"* Anchorage: Anchorage School District, 1994

Hard Copy Resources on the Internet

Recommendations from Gail Junion-Metz, Information Age Consultants (trainer at ALA 1995 Conference):

Periodicals: **Classroom Connect.** Wentworth, 1994- (monthly) (1078-6430) $39.00/yr.
Multimedia Schools. Online, 1994- (bimonthly) (1075-0479) $38.00/yr.
*useful with children

December, John. **The World-Wide Web Unleashed.** Indianapolis, IN:Sams, 1995. (0-672-30617-4) $35.00

Educator's Internet Companion: Classroom Connect's Complete Guide to Educational Resources on the Internet. Lancaster, PA:Wentworth, 1995. (0-932577-10-5) $$39.99 Includes disk and video.

Ellsworth, Jill. **Education on the Internet.** Indianapolis, IN:Sams, 1994. (0-672-30595-X) $25.00

Engst, Adam. **Internet Starter Kit for Windows.** Indianapolis, IN:Hayden, 1994. (1-56830-094-8) $29.95

Harris, Judi. **Way of the Ferret: Finding Educational Resources on the Internet.** Eugene, OR:ISTE, 1994. (1-56484-069-7) $25.00.

Levine, John R. ***The Internet for Dummies.** San Mateo, CA:IDG, 1994. (1-56884-024-1) $19.95

Sachs, David. **Hands-on Mosiac.** Englewood Cliffs, NJ:Prentice-Hall, 1995. (0-13-17231-9) $29.95 With disk

Seiter, Charles. ***The Internet for Mac for Dummies.** San Mateo, CA: IDG, 1994. (1-56884-184-1) $19.95

Simpson, Carol Mann. **Internet for Library Media Specialists.** Worthington, OH:Linworth, 1995. (0-938865-39-0) $29.95

Bibliography*[7] *"My Picks for K-12"

Engst, Adam C. *New Internet Starter Kit for Macintosh.* Hayden Books, 1995. 641p. $29.95. Comprehensive introductory text. Includes disk with software for System 7 or higher. Software includes EUDORA (e-mail program), FETCH (for FTP), STUFFIT (expander), and TURBOGOPHER. Best of the very few MAC books out there.

*Kochmer, Jonathan and NorthWestNet. *Internet Passport: NorthWestNet's Guide to our World Online.* 4th ed. NorthWestNet, 1993. 515p. $39.95. Clear, authoritative, and exceptionally well-organized. Covers the usual topics plus others not usually treated so extensively, e.g. CWIS's (Campus-wide information systems). An entire chapter devoted to K-12. Worth every penny of its high price tag.

*Krol, Ed. *Whole Internet User's Guide and Catalog.* O'Reilly, newest. 376p. $24.95. The standard on the Internet for the last year and a half. Periodically revised and still an authority. Gives background, resources, instructions, Probably the most popular book on the Internet.

Sachs, David and Henry Stair. *Hands on Internet; A Beginning Guide for PC Users.* Prentice,-Hall, c1994. 275p. $29.95. This guide really is for the beginner; it starts out with basic definitions and is arranged in eight easy lessons covering everything from logging in to gopher, Archie, WAIS, and WWW. A well-organized way to learn the Internet. Includes disk (Telix Lite software).

*Tolhurst, William A. et al. *Using the Internet.* Special Edition. Que, 1994. 1188p. $39.95. Comprehensive is the keyword here. Special features include "legal considerations of Internet usage" and subject listings of discussion groups and usenet newsgroups. Includes disk of several electronically indexed lists of information available on the Internet and the WinNET mail program.

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[7] Sadoski, Beverly. Wasilla High School Librarian, 1994. Titles with an asterisk (*) are of special merit.

Inventory

Most schools do inventories on a regular basis, often at the end of the school year. If you have a large collection, you may inventory only a portion of your collection each year with a plan to cover the entire collection every two or three years. Libraries that have automated can inventory in less time by using a portable scanner and barcodes on the books. Inventories are time-consuming and tedious but there are a number of advantages to performing them.

Reasons to inventory:

1. Determine what items are missing and should be replaced.
2. Provide statistics. Administrators like the accountability of accurate numbers.
3. Provide an opportunity to discover mistakes in the shelf-list and/or labeling of materials.
4. Clear patrons of overdue and lost books charges and discover missing items.

Advantages of annual inventories:

1. It lets you look at each book in the collection; you get familiar with the collection.
2. You discover problems that might otherwise be overlooked.
3. You can easily spot worn books for repair, replacement, binding or discard.
4. You will be aware of some gaps in your collection.
5. You can do some weeding as you inventory (see the entry under Weeding/W-1).

Inventory suggestions for a non-automated collection:

- ◊ Get all shelves in call-number order. Your shelves and your shelf list should be ordered the same way. (If you have some books set aside, such as oversized books or books for some particular program, your shelf list cards should reflect that same arrangement.)
- ◊ Compare shelf-list with the books on the shelf. Work with teams of two people. One pulls a book from the shelf; the other checks the card to be sure the title and book number is correct. Be sure to read from the book to the card…not vice-versa.
- ◊ If any book needs attention (torn, dirty, a candidate for weeding, no circulation card in the pocket, call number isn't what's on the shelf list card, etc.), the inventory team should put a pre-made note into the book so it sticks out of the top pages, and then the book should be pulled over onto its spine so that the note sticks out on the shelf.
- ◊ Turn up card in the shelf list tray for a missing book; do not mark the card until the end of the inventory; the book may simply be misshelved and will show up sooner or later.
- ◊ Make temporary shelf list cards for books with no cards. Turn them up in the drawer also. You may find the real card simply misfiled later in the inventory.
- ◊ If the book doesn't appear, slip a paperclip on the top of the card and turn it back down in the drawer. When you have finished, counting the paperclips will tell you how many missing books you have. If the books show up the next year (which is common), simply pull the paperclips off. If there are several copies of the same book listed on the shelf list card, pencil the year next to the book number for the missing book and put the paperclip on the card. If this book comes back, remove the paperclip and erase the date.
- ◊ Before deciding an item is missing, be sure to check circulation files, bindery records, the repair pile under your desk, the back of the storage closet, the teacher who uses the most library materials, etc. for missing items. May (the most common month for inventory) is notoriously harried for school folk, and many things are simply misplaced, not really lost.

- ◊ Go back through the shelves to attend to the notes sticking out of the books. Some of these books may be weeded on the spot. Be sure to place their shelf list cards in the "Withdrawn" pile.
- ◊ Withdraw items that are truly lost. (Usually it is best to do this after the second inventory on which they are listed as missing. In other words, if a shelf list card with a paperclip gets another one in your current inventory, you can be pretty sure that the item is missing permanently.) You can withdraw things that have been weeded, or destroyed, immediately, of course. Pull these cards from the shelf list drawers.
- ◊ Go through the cards of withdrawn items to decide which ones should be reordered, or should have some kind of replacement ordered. ***Pull all the catalog cards of the books which are not going to be replaced.***

Inventory suggestions for an automated collection:

- ◊ Get all shelves in call-number order. (If you have some books out of regular order, such as oversized books or books for some particular program, put notes in the place they would usually be so that you can go to the odd shelf when reading that section.)
- ◊ Either use a hand-held wand or move your computer to a place where your wand cord will reach the shelves. (Be sure to check your automation system manual for instructions on moving the computer.) Beginning at the start of any section, read the barcodes in order through your collection. "Dump" the information when your hand-held device becomes full. (Again, check with your system instructions.)
- ◊ If any book needs attention (torn, dirty, a candidate for weeding, date due slip filled, call number seems strange, etc.), the inventory taker should put a note (these can be pre-made) into the book so it sticks out of the top pages, and then the book should be pulled over onto its spine so that the note sticks out of the shelf.
- ◊ The computer will automatically inventory any books that come in through the circulation system and they will not be marked missing. Any books found out of place in closets, lockers, or cupboards can be scanned at any time without disturbing the rest of your inventory.
- ◊ At the end of every day, print out a list of "Missing" books. Some of these will trigger a memory for you and you will locate them. If a book prints out as "Not in your records", you will have to enter it using your system's instructions.
- ◊ At the end of the inventory, when you are sure that the printed lists actually do reflect the status of your collection, "Finalize" your inventory and print a list. If your system will allow you to temporarily remove these items from your catalog, do so. If you can only remove them permanently, you probably should leave them in the system marked "Missing", because you are going to have many of them turn back up over the summer or next year. Of course, things you have weeded or have seen destroyed may be permanently removed now, unless you intend to reorder them.
- ◊ Go back through the shelves to attend to the notes sticking out of the books. Some of these books may be weeded on the spot. Be sure to withdraw them from the computer.
- ◊ Use your "Missing" list to decide what needs to be ordered for replacement, either of the exact item or on the same subject.

Celebrate your inventory:

In a job which hardly ever comes to closure, celebrate the end of inventory. It's been hard work and you deserve to feel good about completing it!

Job Descriptions

The Office for Library Personnel Resources[1] of the American Library Association has produced a kit which can be of help to libraries or districts which wish to write or rewrite job descriptions for library staff. It furnishes sample descriptions only. "OLPR advises that when writing job descriptions, librarians should not rely exclusively on the material from another library but should make certain that their job descriptions are based on a careful review of the actual duties and responsibilities assigned to each job in their own institution."

The samples included in this entry are likewise only examples. There are many more available from the State Library (269-6568) and they can be sent to you on request.

DISTRICT LIBRARY MEDIA DIRECTOR[2]

I. Leadership/Coordination

- Develop long-range plans for district- and building-level library media services that are consistent with the district philosophy.
- Coordinate and give guidance to building-level staff in program planning, budgeting and inservice.
- Develop district policies and procedures for library media and technology services.
- Implement policies and procedures to assure the efficient use of library media resources through the district and promote adherence to a high level of professional ethics.
- Serve on curriculum development teams to plan and implement the instructional program.
- Develop a district policy for collection development.
- Encourage the uses of new technology in the instructional process, administration and media center operations.
- Provide district inservice opportunities for library media specialists and support staff.
- Assist with inservice opportunities for faculty on the use of instructional materials and technology and on the teaching of information skills.
- Participate in state and national professional associations and encourage participation by building-level staff.

II. Consultation

- Assist departments, curriculum committees and other staff members in the selection of appropriate media and equipment.
- Encourage and coordinate the use of community and other resources for instructional purposes.
- Assist in the development of a K-12 sequence of learner outcomes for information skills to be incorporated into the instructional program.
- Consult with committees and architects to plan the construction of new and/or the renovation of existing facilities.
- Consult with principals to plan library media programs, evaluate programs and personnel, and give assistance in problem areas.
- Evaluate library media programs using state, regional, and national standards.
- Coordinate the use of community and other nonschool resources for instructional purposes.

III. Communication

- Maintain liaison with supervisory and administrative personnel within the district.
- Interpret library media services to teachers, administrators, board of education and community.
- Coordinate library media services with other schools, public libraries, and agencies.
- Promote the use of volunteer helpers for school library media programs.
- Plan for regular and spontaneous communication among the library staff.

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[1] Office for Library Personnel Resources, American Library Assn., 50 East Huron, Chicago, IL 60611 (312-944-6780)

[2] *Library Media Programs in Oklahoma*: Guidelines for excellence. Oklahoma State Dept. of Ed., 1991.

IV. Administration

- Prepare and administer budget for library media and technology programs.
- Assist principals in the selection, supervision and evaluation of library media personnel. Provide reports and statistics pertaining to library media services as needed by district, state education agency and regulatory agencies.
- Provide access to district-level services and resources as needed.
- Coordinate the preview, selection, acquisition, and processing of materials and equipment.
- Monitor state and federal laws pertaining to library media programs and communicate these to building-level staff and to administration.
- Seek and administer grants from local, state, and federal sources and from foundations.
- Evaluate the impact of library media programs on teaching and learning.
- Provide a professional collection including online information services for library media specialists, teachers and administrators.

Note: The above list of functions is not all-inclusive nor will all the functions be found in each district. Some functions under each topic are essential and others would be included when staff and resources are available.

LIBRARY MEDIA SPECIALIST[3]

REPORTS TO: Director of Library Services and Building Principal

NATURE AND SCOPE: Jointly plan, develop, and administer the library media program to accomplish the goals and objectives of the program, school, and district within established guidelines and procedures.

MAJOR DUTIES: **A. Direct services to teachers/students**

1. Jointly provide reading, listening, an d viewing guidance and instruction and encouragement of students in the effective use of materials and equipment
2. Jointly coordinate planning for and use of microcomputers by students and teachers
3. Serve as a master resource person
4. Teach library skills as outlined in the skills continuum
5. Promote the development of thinking skills
6. Implement a public relations programs to communicate with students, faculty, administration, and community regarding IMC program

B. Materials and equipment

1. Jointly participate in the development and implementation of policies and procedures for the organization of physical facilities, materials, and equipment to assure optimum accessibility
2. Jointly select needed materials and equipment
3. Plan for the utilization of materials and equipment for individuals and large or small groups
4. Jointly plan, budget, and continuously evaluate program
5. Jointly share responsibility for inventory of materials and equipment

C. Other

1. Supervise supporting staff in areas of circulation, secretarial, and audiovisual
2. Plan for programs developed to meet needs identified in consultation wit the Director of Library Services
3. Create an inviting learning atmosphere/climate

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[3] *School Library Media Job Descriptions*, Office for Library Personnel Resources, ALA, 1985.

MEDIA SERVICES AIDE[4]

A Media Services Aide is directly responsible to the Coordinator of Media Services in the performance of the following part-time paraprofessional duties and responsibilities.

1. Trains reception desk student aides and shelvers.
2. Supervises attendance of students in library.
3. Maintains discipline and business-like atmosphere in library area.
4. Assists with orientation of students to library; gives incidental instruction in library skills.
5. Assists students and teachers in locating materials.
6. Answers ready-reference questions.
7. Assembles needed materials in readiness for class visitations.
8. Supervises shelving of print materials and schedules periodic shelf-reading to maintain them in proper order.
9. Executes need shifts in materials and adjusts location labels as required.
10. Assists in inventorying materials.
11. Collects attendance passes at beginning of hour and conducts checking-out of students at end of hour.
12. Performs such other secretarial and clerical tasks as may be assigned.

MEDIA SERVICES CLERK-TYPIST[5]

The Media Services Clerk-Typist is directly responsible to the Coordinator of Media Services in the performance of the following part-time or full-time duties and responsibilities:

1. Assists in recruiting and training volunteers.
2. Assists in preparing volunteers' work schedule.
3. Trains library aides for periodical post.
4. Assists teachers and students in locating materials.
5. Prepares and distributes notices, bulletins, etc.
6. Supervises assignment of accession numbers of print materials, posts receipt of periodical issues and follows-up on missing issues; acknowledges gifts and memorials.
7. Duplicates typed materials needed for library-related units, such as bibliographies and study guides.
8. Supervises the labeling of library materials, such as pamphlets, pictures, and clipping by volunteers and aides with headings and numbering stamp; supervises the preparation of books for circulation by volunteers (putting on plastic covers, pasting pockets, and preparing spine labels); supervises and prepares current magazines and newspapers for browsing area.
9. Verifies preliminary filing of catalog cards to complete filing.
10. Removes from card catalog, cards for items withdrawn from collection and processes records for such items.
11. Sets up and organizes circulation desk each evening for next school day; assists LTA in maintaining circulation files and records.
12. Performs other clerical and secretarial tasks:
    a) Assists in inventorying all materials.
    b) Handles clerical and secretarial aspects of correspondence.
    c) Types notices, requisitions, bulletins, bibliographies, letters, stencils, etc.
13. Performs such other secretarial and clerical tasks as might be assigned.

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[4] ibid. (Designed for aide in a building without a full-time professional librarian.)

[5] ibid. (Designed for aide in a building with a full-time professional librarian.)

VOLUNTEER[6]

SPECIAL SERVICES TO FACULTY AND STUDENTS

1. Plan, prepare, and arrange displays and exhibits.

PRODUCTION OF MATERIALS

1. Prepare art work for publications, bibliographies, etc.

PREPARATION OF MATERIALS

1. Clip designated items from newspapers and magazines.
2. Label library materials such as pamphlets, pictures, art and study prints.
3. Mount or laminate pictures, prints, and clippings.
4. Cover books with plastic jackets.
5. Paste pockets in materials and affix classification spine labels.
6. Stamp ownership marks on all materials.

ORGANIZATION OF MATERIALS

1. File catalog cards above the rod.
2. Read shelves and information file and maintain them in proper order.

CIRCULATION OF MATERIALS AND EQUIPMENT

1. Write and send over-due and fine notices for materials and equipment.

MAINTENANCE OF MATERIALS AND EQUIPMENT

1. Remove from shelves and files books and other materials which need to be repaired, re-marked, rebound or considered for discard.
2. Repair books and other printed materials.

CLERICAL AND SECRETARIAL DUTIES

1. Assist in inventorying materials.
2. Type letters, orders for pamphlet materials, and stencils for bibliographies as needed to relieve other clerical help.

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[6] ibid.

LaserCat and FastCat (WLN)

What is LaserCat(a bibliographic tool for Northwest libraries)?

a: A locator for interlibrary loans
b: A source for MARC records for automation systems
c: A public access catalog if your holdings have been entered
d: A selection tool for bibliographies and purchasing
e. All of the above

LaserCat is actually a CD-ROM based information database of more than 4 million titles which is produced by the Western Library Network (formerly the Washington Library Network) to be used by more than 500 libraries in the northwestern United States in ALL of the ABOVE ways. Many Alaska libraries, including the largest university, public and school libraries in the state, belong to WLN.

LaserCat has become a fixture in Alaskan libraries, allowing even small institutions to participate in statewide interlibrary loan networks and collection development efforts.

The newest product from WLN is **FastCat**, a single CD-ROM which contains 1 million of the records which WLN feels are most valuable to school libraries. This includes most juvenile literature titles, some government and serials titles, many non-book (AV) items and the newest (post-1992) general books.

FastCat has several advantages for small libraries:
- It uses only one CD drive, freeing the 3 or 4 others required by LaserCat.
- It operates faster, since there are fewer records to search.
- It operates on Macintosh, DOS, or Windows systems.
- It costs considerably less ($295 per issue) than a full LaserCat subscription.
- It supports all the regular operations and searches that the larger database offers.

Disadvantages include :
- Older titles may not be found.
- Database updates are not issued as frequently.

SHOULD YOUR LIBRARY INVEST IN LASERCAT OR FASTCAT?

In making this decision, consider the following questions:

1. *Do you now, or do you want to, frequently use interlibrary loan? Do you have a district library media director who can locate and verify books for you for this process?* (See the entry under *Interlibrary Loan*/I-3.) If your collection is not large enough to answer the reference questions your patrons bring to you, and you need to frequently find resources outside your own walls, LaserCat will allow you to locate materials throughout the NorthWestern United States. It also prints out ILL borrowing forms which can be used to FAX or mail requests for materials. In many school libraries, having LaserCat available in your district media center will be convenient enough to satisfy your needs, without subscribing for your own school.
2. *Do you plan to automate your library?* In your automation plan, you will need to decide where the MARC (machine readable) records for your automated system will come from. (See entry under *Automation Issues*/A-8.) Discuss with your automation vendor whether WLN LaserCat records can be downloaded and then uploaded into your system. If you plan to have your vendor do the original "re-con" for you, you will have many new materials to be added to your database in the future. If you choose a system which can accept LaserCat records, you will be able to add acceptable MARC records to your system, and have the added advantage of being able to use the holdings field of LaserCat for interlibrary loan.

3. *Do you frequently have to prepare book orders?* WLN enters records for materials from the Library of Congress tapes before books are actually published. You can use information from these records to order early, or you can use a subject search to pull up a bibliography of older materials (LaserCat has records for all forms of audio-visual materials as well as books) to fill in weak spots in your collection.

After answering these questions, you should have some idea whether you want LaserCat or FastCat in your library. If you would like to speak to other librarians who are using LaserCat, the School Library/Media Coordinator (269-6568) can put you in touch with other librarians in similar libraries who may be able to answer questions for you.

For more information about FastCat, pricing, or to order a free demonstration diskette, call 1-800-DIALWLN.

USING LASERCAT OR FASTCAT

You can search a specific library or all of the libraries belong to WLN. Using LaserCat or FastCat, you can search by author, title, and subject in two different ways: Keyword or browse.

(In the following instructions, all the procedures apply to FastCat as well as LaserCat.)

Searching: Browse and Keyword

BROWSE SEARCHING

When you select a BROWSE search, LaserCat will match the author, title, or subject you have entered against an alphabetical listing of headings that begin with your search term or terms. For example, if you select a subject BROWSE search and type in "horse." LaserCat will alphabetically list all of the subject headings that begin with the word "horse." It will also tell you how many items are grouped under that heading.

Subject BROWSE Search

# of items	
–	*horse
631	See horses
1	Horse and rider (sculpture)
—	*horse bean
11	See Faba bean
7	Horse brasses
1	Horse breeders
1	Horse breeders - England

KEYWORD SEARCHING

On the other hand, if you select a subject KEYWORD search and again type in "horse" , LaserCat will list all the subject headings that have the word horse in them, no matter where the word occurs in the heading.

Subject KEYWORD Search

# of items	
2	Adios (Race horse)
2	African horse sickness
1	Albatross (Race horse)
1	American - Horse
1	American Eclipse (Race horse)
–	*American Quarter horse
30	See Quarter horse

The most efficient way to use LaserCat is to do a BROWSE search first and then, if you need to, expand your query through a KEYWORD search. The Browse command will put you into the database alphabetically and is generally faster since all records do not need to be searched as in the keyword command.

Sample display screens will follow on the last page of this topic.

Key Commands

TAB You can select the kind of search you want to do by pressing the TAB key until the search-type box is highlighted.

ARROW KEYS Then use the **ARROW** key to highlight the type of search you want. Tab back to the search-words box to enter your search. LaserCat is not "case sensitive" so you do not need to be concerned with capitalization. Names should be put in last name first. LaserCat follows Library of Congress subject headings.

FUNCTION KEYS Function keys are on the top row of the keyboard and are used for command keys. The following function keys (F) will produce results:

F1	Help
F2	Return, takes you back one screen
F3	Select one entry (where the cursor is blinking)
F4	Select the whole page
F5	Brief record
F6	Full record
F7	Holdings of library or libraries
F9	Spells out the name of the library from the holdings screen (F7)
F10	Prints the entries you selected
Alt F10	Downloads to a disk (if you computer permits)

PRINT SCREEN You can also use the **PRINT SCREEN** key (in the upper right of the keyboard) to print each screen individually. [**F10** is preferable because it will print faster.]

ESCAPE The **ESCAPE KEY** will begin a new search.

BACKSPACE Backspace will correct errors.

Search Options

There are a number of advanced search options for searching LaserCat. You will want to read the user's guide that comes with your subscription to LaserCat. If you are using LaserCat in another library you can ask to see the manual.

COMBINED SEARCHING and EXACT SEARCHING

Display Screens: Index, Brief Record, Full Record, Holdings

INDEX DISPLAY (SUBJECT) The Index display gives an alphabetical list of authors, titles, or subject. From this list you can select the headings that interest you by using **F3** and the arrow keys.

```
< Steinbeck, John, 1902-1968.
C Steinbeck, John, 1902-1968.
< Steinbeck, John, 1902-1968--Bibliography
< Steinbeck, John, 1902-1968--Biography
< Steinbeck, John, 1902-1968--Biography--Juvenile literature
< Steinbeck, John, 1902-1968--Biography--Youth
< Steinbeck, John, 1902-1968--Characters
< Steinbeck, John, 1902-1968--Criticism and interpretation
```

BRIEF RECORD DISPLAY. After you have selected your entries, press **F5** (Brief Record) for titles and call numbers. Titles will be listed alphabetically and will often take up more than one screen. If so, the message "more" will be displayed at the bottom right of the screen. Use the page up and page down keys to move through the screens.

```
<         Title:    The grapes of wrath; trouble in the promised land/
         Author:    Owens, Louis.
      Publisher:    Twayne, c1989. [88-037315]
```

FULL RECORD DISPLAY. You can see the full record for individual titles by pressing **F6**. A full record includes additional information including subject headings, added authors, and illustrators. By using this screen, you can quickly see what additional headings are available to expand your search or make it more focused.

```
<         Title:    Critical essays on Steinbeck's The Grapes of wrath /
      Publisher:    G.K. Hall, c1989.
      Descript.:    vii, 168p. :
<       Subject:    Steinbeck, John, 1902-1968.  Grapes of wrath.
<       Subject:    Migrant agricultural laborers in literature
<       Subject:    Labor camps in literature.
<       Subject:    California in literature.
<  Add Author:  Ditsky, John.
<        Series:    Critical essays on American literature
           ISBN:    0816188874 (alk. paper)
           LCCN:    88-024736
           Date:    1989          Lang:   eng          Lrge:
           Type:    Books         Govt:                Juvn:
         Call #:
```

HOLDINGS DISPLAY. If no call number appears, press **F7** to bring up the holdings information. **F9** will show the name of the library that owns the item. Remember that only the libraries in the section of LaserCat you are searching will appear. All of the Anchorage School District holdings are cataloged on LaserCat so if the record you are looking for is in their system you should find the information.

```
<         Title:    The grapes of wrath : trouble in the promised land /
         Author:    Owens, Louis.
      Publisher:    Twayne, c1989.  [88-037315]

         Call #:    Anchorage Municipal Lib.       813.52  OWENS
                    University of Ak, Anchorage    PS3537.T3234 G88 1989
```

Laws and Legislation

ALASKA

There are a number of laws related to schools but not specifically to school libraries. The laws included in this section pertain primarily to public libraries. Combined school-public library facilities have an interest in the whole section.

One law, regarding confidentiality of library records, applies to school libraries as well as public libraries. To ensure confidentially, circulation records should not be kept for individual students after the materials are returned. If you record books checked out on a student card, the information should be blacked out with a magic marker when the material is returned. Likewise, if you use book cards for check out, the student name should be blacked out with a magic marker when the book is returned. Lists of students with overdue library materials should never list individual titles with the student's name. Parents have the right to see their own child's records but no one else can access the files except under court order.

Confidentiality of library records is guaranteed under Title 9: CODE OF CIVIL PROCEDURE, Chapter 25, EVIDENCE (AS09.25.140).

FOR THE TEXT OF THIS LAW, SEE THE ENTRY UNDER *CONFIDENTIALITY*/C-10.

ALASKAN LEGISLATION PERTAINING TO PUBLIC LIBRARIES

Library trustees as well as library directors and staff should have ready access to state and local statutes, codes, and ordinances that affect operation of public libraries. It is useful to include this information as part of the library's policy handbook, which should be provided to all board members or local governing agencies.

Alaska Statutes, Title 14: EDUCATION, Chapter 56, STATE LIBRARY AND HISTORICAL LIBRARY AND STATE LIBRARY PROGRAM, spells out the responsibilities of the State Library to provide services to public libraries, including providing grants-in-aid, direct service and consultant services. (AS14.56.030)

Grants for construction and equipping of rural community and other public libraries and Public Library Assistance Grants are included in Articles 4, 5, and 6 of the chapter. (AS14.56.200-350)

Confidentiality of library records is guaranteed under Title 9: CODE OF CIVIL PROCEDURE, Chapter 25, EVIDENCE (AS09.25.140).

Any library board, advisory or otherwise, receiving public funds is subject to the open meetings law, contained in Title 44, STATE GOVERNMENT, Chapter 62, ADMINISTRATIVE PROCEDURE ACT, Article 6, AGENCY MEETINGS PUBLIC (AS44.62.310). Generally, there will also be local ordinances concerning such meetings, and library directors and trustees must be knowledgeable about these, as well.

The STATE PROCUREMENT CODE, which is Chapter 30 of Title 3, PUBLIC CONTRACTS, also is of importance to public libraries, as it contains exemptions for purchases of library materials, network information services, access, and bookbinding services, as well as approval plans, and professional memberships. The exemptions are listed under Article 10, GENERAL PROVISIONS (AS36.30.850). Again, most localities will have a similar procurement code, and it is necessary to be familiar with its provisions, as well as the state statute.

Alaska Statutes, Title 35: PUBLIC BUILDINGS, WORKS, AND IMPROVEMENTS addresses accessibility of public buildings to the handicapped (AS35.10.015). The statute considers political subdivisions of the state, using federal and/or state construction funds, as well as compliance with local building codes (AS35.10.025).

It is the responsibility of library administrators and library board members to be aware of those statutes dealing with public safety codes which must be met in public buildings. Title 18: HEALTH AND SAFETY addresses such codes, as does the Alaska Administrative Code (13 AAC 50).

REGULATIONS CONCERNING LIBRARIES

Excerpted From the Alaska Administrative Code,
AAC 57.063 - 57.990

Each public library that receives money from the state for support of the library shall provide annually to the State Library information about:

*the library's service area and population served
*facilities
*use of the library's resources
*personnel
*salaries
*budget
*statement of income and expenditures
*collection and acquisition of library materials
*hours of service
*interlibrary cooperation and resource-sharing agreements.

A public library may receive grant funds if it is open:

*at least ten hours per week
*for at least forty-eight weeks of the fiscal year
*at least two days each week; and
*during some evening or weekend hours, and
*library staff are on duty during hours that the library is open.

Money payable to the public library may be used only for expenses related to the operation of the library.

Grant funds must be accounted for separately from other funds received by the library from government and private sources.

The State Library must approve the expenditure plan for the grant, and funds must be spent in accordance with the approved grant application. If any line item varies over 10% from the approved application, unless the amount is $50.00 or less, approval must be obtained from the State Library for the revision.

A library must expend the full amount of local matching funds stated in the application, even if state matching funds must be prorated.

If local funds for materials do not exceed $5,000.00, at least 20% of the grant must be used to purchase library materials.

A financial report must be filed on forms provided by the State Library by September 1 following the close of the fiscal year.

Repayment can be required if:

*the local matching funds are not expended as in the grant agreement
*monies are not expended or encumbered within the fiscal year
*grant funds were used for purposes other than those in the application and the agreement
*the library fails to file the financial report.

COMBINED FACILITIES

If the proposed expenditures for utilities and communications is for a public library in a shared or combined facility, the grant funds may only be used for the proportion of the costs attributable to use as a public library.

A Community/School Library must have a written agreement between the school district board and the public library that delineates responsibilities of the school and of the public library relative to financial responsibility, maintenance and care of the physical facilities, personnel, use of equipment and hours of service. A copy of the agreement must be provided to the State Library.

The library must be readily accessible by community residents:

*by placement in a separate facility or
*by an entrance directly into the library or
*that can be easily located from all entrances to the school.

The library must have:

*adequate space to house library materials for users of all ages
*space in appropriate proportions for children, young adults and adults
*hours for the public library that are in addition to regular school hours.

A Regional Resource Library agrees to act for the State Library to furnish library materials to areas of the state in which there is not sufficient population to support a public library facility.

An Area Center Library acts for the State Library to provide consultant services and technical support to smaller libraries in the geographic region.

State statutes and regulations are always subject to change. To check the currency of any state law pertaining to libraries, contact the Alaska State Library and its consultants or the nearest Alaska Legislative Information Office.

Library Schools (ALA Accredited)[1]

Schools listed on the next pages are accredited with the American Library Association and offer either graduate or undergraduate programs in Library and/or Information Science. They are resident programs. Contact the listed phone number for more information regarding the program, entrance requirements, residency requirements, etc.

The few schools listed below offer MLS degrees and/or K-12 certification programs via distance learning. These schools vary greatly in method of delivery, requirements for *some* on-campus work, costs, etc. Contact phone numbers are listed.

University of Arizona
School of Information Resources
Charlie D. Hurt, Director
Tucson, Arizona 85719
520-621-3565

University of North Carolina at Greensboro
Office of Continuing Education
Gail Warnecke, Curriculum Specialist
Greensboro, North Carolina 27420
910-334-5414

University of South Carolina, Columbia
College of Library and Information Science
Lauri Herrmann-Ginsberg
Columbia, South Carolina 29210
803-777-4088

Syracuse University
School of Information Studies
Barbara Settel, Assistant Dean
Syracuse, New York 13244
315-443-2911

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[1] Graduate programs accredited by the American Library Association as of Spring 1994.

Catholic U. of America Sch of Lib & Info Science, Jean L. Preer, Acting Dean, Washington, D.C. 20064, 202-319-5085

Clarion U. of Pennsylvania College of Communication Computer Info Sci & Lib Sci , Rita Rice Flannigam, Dean, Clarion, PA 16214, 814-226-2328

Clark Atlanta University, Sch of Lib Info Studies, Charles D. Churchwell, Dean, Atlanta, GA 30314, 404-880-8697

Dalhousie University, School of Library and Information Studies, Mary Dykstra, Director, Halifax, NS, Canada B3H 4H8. 902-494-3656

Drexel University, College of Information Studies, Richard H. Lytle, Dean, Philadelphia, PA 19104, 215-895-2474

Emporia State University, School of Library and Information Management, Martha L. Hale, Dean, Emporia KS 66801. 316-341-5203

Florida State University, School of Library and Information Studies, F. William Summers, Dean, Tallahassee, FL 32306. 904-644-5775

Indiana University, School of Library and Information Science, Blaise Cronin, Dean, Bloomington, IN 47405. 812-855-2848

Kent State University, School of Library Science, Rosemary R. DuMont, Dean, Kent, OH 44242. 216-672-2782

Louisiana State University, School of Library and Information Science, Bert R. Boyce, Dean, Baton Rouge, LA 70803. 504-388-3158

McGill University, Graduate School of Library and Information Studies, J. Andrew Large, Director, Montreal, Quebec, Canada H3A 1Y1. 514-398-4204

North Carolina Central University, School of Library and Information Sciences, Benjamin F. Speller Jr., Dean, P.O. Box 19586, Durham, NC 27707. 919-560-6485

Northern Illinois University, Department of Library and Information Studies, Cosette N. Kies, Chair, DeKalb, IL 60115. 815-753-1733

Pratt Institute, School of Information and Library Science, S.M. Matta, Dean, Brooklyn, NY 11205. 718-636-3702

Queens College, City University of New York, Graduate School of Library and Information Studies, Marianne Cooper, Director, Rosenthall Room 254, Flushing, NY 11367. 718-997-3790

Rosary College, Graduate School of Library and Information Science, Michael E.D. Koenig, Dean, River Forest, IL 60305. 708-524-6844

Rutgers University, School of Communication, Information and Library Studies, Betty Turock, Chair and Program Director, 4 Huntington St., New Brunswick, NJ 08903. 908-932-7917

San Jose State University, School of Library and Information Science, Stuart A. Sutton, Director, San Jose, CA 95192-0029. 408-924-2492

Simmons College, Graduate School of Library and Information Science, Robert D. Stueart, Dean, Boston, MA 02115-5898. 617-521-2805

Southern Connecticut State University, School of Library Science and Instructional Technology, Edward C. Harris, Dean, New Haven, CT 06515. 203-397-4532

St. John's University, Division of Library and Information Science, James A. Benson, Director, 800 Utopia Parkway, Jamaica, NY 11439. 718-990-6200

State University of New York at Albany, School of Information Science and Policy, Vincent Aceto, Acting Dean, Albany, NY 12222. 518-442-5115

State University of New York at Buffalo, School of Information and Library Studies, George S. Bobinski, Dean, Buffalo, NY 14260. 716-645-2412

Syracuse University, School of Information Studies, 4-206 Center for Science and Technology, Donald A. Marchand, Dean, Syracuse, NY 13244-4100. 315-443-2911

Texas Woman's University, School of Library and Information Studies, Keith Swigger, Dean, Denton, TX 76204-0945. 817-898-2606

University of Alabama, School of Library and Information Studies, Philip M. Turner, Dean, Tuscaloosa, AL 35487-0252. 205-348-4610

University of Alberta, School of Library and Information Studies, Sheila Bertram, Director, Edmonton, Alberta, Canada T6G 2J4. 403-492-4578

University of Arizona, School of Library Science, Charlie D. Hurt, Director, Tucson, AZ 85719. 602-621-3565

University of British Columbia, School of Library, Archival and Information Studies, Ken Haycock, Direc-tor, Vancouver, BC, Canada V6T 121. 604-822-2404

University of California, Berkeley, School of Library and Information Studies, Nancy Van House, Acting Dean, Berkeley, CA 94720. 510-642-9980.

University of California, Los Angeles, Graduate School of Library and Information Science, Theodore Mitchell, Dean, Los Angeles, CA 90024-1520. 310-825-8799

University of Hawaii, School of Library and Information Studies, Miles M. Jackson, Dean, Honolulu, HI 96822. 808-956-7321

University of Illinois, Graduate School of Library and Information Science, Leigh Estabrook, Dean, 501 East Daniel, Champaign, IL 61820 217-333-3281

University of Iowa, School of Library and Information Science, Carl F. Orgren, Director, Iowa City, IA 52242-1420. 319-335-5707

University of Kentucky, School of Library and Information Science, Thomas J. Waldhart, Director, Lexington, KY 40506-0039. 606-257-8876

University of Maryland, College of Library and Information Services, Ann E. Prentice, Dean, College Park, MD 20742. 301-405-2033

University of Michigan, School of Information and Library Studies, Daniel E. Atkins, Dean, Ann Arbor, MI 48109-1092. 313-764-9376

University of Missouri, Columbia, School of Library and Informational Science, Mary F. Lenox, Dean, Columbia, MO 65211. 314-882-4546

University of Montreal, Ecole de bibliotheconomie et des sciences de l'inormation, Gilles Deschatelets, Acting Directeur, Montreal, Quebec, Canada H3C 3J7. 514-343-6044

University of North Carolina at Greensboro, Department of Library and Information Studies, Marilyn L. Miller, Chair, Greensboro, NC 27412. 910-334-5100

University of North Carolina, School of Information and Library Science, Barbara B. Moran, Dean, Chapel Hill, NC 27599-3360. 919-962-8366

University of North Texas, School of Library and Information Sciences, Raymond F. von Dran, Dean, Denton, TX 76203. 817-565-2445

University of Oklahoma, School of Library and Information Studies, June Lester, Director, Norman, OK 73019. 405-325-3921

University of Pittsburgh, School of Library and Information Sciences, Toni Carbo Bearman, Dean, Pittsburgh, PA 15260. 412-624-5230

University of Puerto Rico, Escuela Graduada de Bibliotecologia y Ciencia de la Informacion, Mariano Maura Sardo, Director, San Juan, Puerto Rico 00931. 809-763-6199

University of Rhode Island, Graduate School of Library and Information Studies, Elizabeth Futas, Director, Rodman Hall, Kingston, RI 02881-0851.401-792-2947

University of South Carolina, College of Library and Information Science, Fred W. Roper, Dean, Columbia, SC 29208. 803-777-3858

University of South Florida, Division of Library and Information Science, Kathleen de la Pena McCook, Director, Tampa, FL 33620-8300. 813-974-3520

University of Southern Mississippi, School of Library and Information Science, Joy Greiner, Director, Hattiesburg, MS 39406. 601-266-4228

University of Tennessee, Knoxville, Graduate School of Library and Information Science, Jose-Marie Griffiths, Director, Knoxville, TN 37996-4330. 615-974-2148

University of Texas at Austin, Graduate School of Library and Information Science, Brooke E. Sheldon, Dean, Austin, TX 78712-1276. 512-471-3821

University of Toronto, Faculty of Library and Information Science, Adele M. Fasick, Dean, Toronto, ON, Canada M5S 1A1. 416-978-3202

University of Washington, Graduate School of Library and Information Science, Phyllis Van Orden, Director, 133 Suzzallo, FM-30, Seattle WA 98195. 206-543-1794

University of Western Ontario, Graduate School of Library and Information Science, Jean M. Tague-Sutcliffe, Dean, London, ON Canada N6G 1H1. 519-661-3542

University of Wisconsin-Madison, School of Library and Information Studies, Jane B. Robbins, Director, Helen C. White Hall, 4217, 600 North Park Street, Madison, WI 53706. 698-263-2900

University of Wisconsin-Milwaukee, School of Library and Information Science, Mohammed M. Aman, Dean, 2400 East Hartford Avenue, Endriss Hall 1110, Milwaukee, WI 53211. 414-229-4707

Wayne State University, Library Science Program, Robert P. Holley, Interim Director, 106 Kresge Library, Detroit, MI 48202. 313-577-1825

Magazines for Librarians

In selecting magazines for your professional use, be sure to include magazines which will be of help:

- ¤ in book selection
- ¤ in selection of other materials
- ¤ in planning and presenting lessons
- ¤ in managing library functions
- ¤ and in developing your own professional expertise.

If your budget will not allow you to take all the subscriptions you wish, try to arrange with another school librarian to share subscriptions (and perhaps even the chore of reading and recommending articles to each other).

The "Covers" field in the citations refers to the school level which would find materials in this publication.

Apple Library Users Group Newsletter. Since 198?. 4 issues a year. Free. Covers All. Apple Library Users Group, 4 Infinite Loop, MS 304-2A, Cupertino, CA 95014

Focused on the use of Macs in libraries, all articles are written by practicing school librarians; reviews and articles are very laudatory, but informative and practical.

Book Links: Connecting books, libraries, and classrooms. Since 1990. bi-monthly. $20. Covers PreK-middle school. Book Links, 434 W. Downer, Aurora, IL 60506

Bibliographies on varied subjects; excellent articles on using library books to teach various subjects, interviews with authors and illustrators. Particularly valuable in elementary schools which are using the whole-language approach.

The Book Report: the journal for junior and senior high school librarians. Since 1981. 5 issues yearly. $39. Covers middle-high school. Linworth Publg. Co., 5701 N. High St., Ste. 1, Worthington, OH 43085

Themed issues with practical advice from in-service librarians, plus excellent book review section.

Booklist. Since 1905. 22 issues yearly. $51. Covers All. American Library Assn., 50 E. Huron St., Chicago, IL 60611

The basic selection tool; book and media reviews particularly valuable for secondary libraries.

Cable in the Classroom News. Since 1990. 11 issues yearly. $18 (may be donated by cable provider) Covers All. Cable in the Classroom, 86 Elm St., Peterborough, NH 03458

Lists programs, how-to-get support materials, and articles on video uses in the classroom. Especially good feature is the inclusion of off-air copyright information on each program.

Classroom Connect. Since 1994. 9 issues a year. $47. Covers All. Wentworth Worldwide Media, Inc., 1866 Colonial Village Lane, P.O. Box 10488, Lancaster, PA 17605-0488

Specifically designed for libraries and classrooms which want to use Internet resources, with short, very informative articles on sites, addresses, and connectivity with the lesson plans to put them to use.

Emergency Librarian. Since 1973. 5 issues yearly. $45. Covers All. Emergency Librarian Dept., P.O. Box C34069, Dept. 284, Seattle, WA 98124-1069

Book reviews, including those for professional reading, and articles on the practice of "teaching-librairanship" from Canada.

Freebies. Since 1978. bi-monthly. $6.97. Covers All. Freebies Publg. Co., P.O. Box 20283, Santa Barbara, CA 93120

Features ordering information for free or inexpensive materials for both students and teachers. Arranged in subject sections.

The Horn Book Magazine: about books for children and young adults. Since 1924. 6 issues yearly. $36. Covers PreK-middle school. Horn Book, Inc., 14 Beacon St., Boston, MA 02108

Most reputable of review journals. Most included books are recommended. Authoritative source for purchases with literary values in mind.

Hotline/Connections.:AASL newsletter. Since 1994. quarterly. $w/membership. Covers All. AASL, 50 E. Huron St., Chicago, IL 60611

Concisely features news and notices of interest to school librarians. Runs descriptions of ideas and strategies used for successful teaching and management.

Journal of Youth Services in Libraries. Since 1987. quarterly. $30 Covers middle-high school. American Library Assn., 50 E. Huron St., Chicago, IL 60611

Sponsored by the youth services divisions of ALA, covers issues of concern to secondary librarians and articles about professional practices.

Library Talk: the magazine for elementary school librarians. Since 1988. 5 issues yearly. $39. Covers PreK-elementary. Linworth Publg. Co., 5701 N. High St., Ste. 1, Worthington, OH 43085

Themed issues with practical advice from in-service librarians, plus excellent book review section.

MultiMedia Schools: a practical journal of multimedia, CD-ROM, Online & Internet in K-12. Since 1994. 5 issues yearly. $38. Covers All. Online Inc., 462 Danbury Road, Wilton, CT 06897-2126

Slickly published journal with articles of use to modern library including reviews of hardware and software and lesson plans for technology training.

School Librarian's Workshop. Since 1980. Monthly. $40. Covers PreK-elementary. Learning Resources, 61 Greenbriar Dr., P.O. Box 87, Berkeley Heights, NJ 07922

Practical advice on managing a school library with specific plans given for teaching projects. Especially valuable for those who must operate school libraries with little library training.

School Library Journal. Since 1954. 10 issues yearly. $74.50. Covers All. School Library Journal, P.O. Box 1978, Marion, OH 43302

The leading magazine for school librarians. Essential purchase if you can only afford one magazine since it covers all facets of school librarianship. Book reviews are especially valuable.

School Library Media Activities Monthly. Since 1983. 10 issues yearly. $49. Covers All. School Library Media Activities Monthly, 17 Henrietta St., Baltimore, MD 21230

Articles describe specific activities centered on library skills, with many duplicatible worksheets. Monthly calendar of media activities related to a specific day (birthdays, historical events, etc.)

T.H.E. Journal: technical horizons in education. Since 1973. 10 issues a year. Free. Covers All. Information Synergy, Inc., 2626 S. Pullman, Santa Ana, CA 92705

Brief descriptions of new products in educational technology, with a few short articles. Annual source guide to high-tech products.

Technology & Learning. Since 1980. 8 issues a year. $24. Covers All. Peter Li, Inc., 2451 E. River Rd., Dayton, OH 45439

Easy to understand material for all levels of computing experience. Advice on computers in the educational process. Evaluates hardware and software.

Technology Connection. Since 1994. 10 issues a year. $36.00. Covers All. Linworth Publishing, 480 E. Wilson Bridge Rd., Ste. L, Worthington, OH 43085-9918

Articles, reviews, tips and pointers in an accessible, attractive package. Carries an on-going column derived from the LM_NET school librarian's listserv and a technology conference calendar.

TechTrends: for leaders in education & training. Since 1956. 6 issues a year. $24. Covers All. Assn. for Ed. Communications & Technology, 1126 16th St. N.W., Washington, DC 20036.

Written by AV directors and professionals, contains articles with specific information on equipment and techniques for its use. A resource for keeping up with the lastest trends in technology.

VOYA: voice of youth advocates. Since 1978. bi-monthly. $27. Covers middle-high school. Scarecrow Press, Dept. VOYA, 52 Liberty St., P.O. Box 4167, Metuchen, NJ 08840

A particularly valuable source of book reviews for secondary librarians.

Mission Statements,
Goals and Objectives

The **mission statement** of a library states the purpose or purposes for which the library exists. The mission statement for a school library can be very simple. In reading the Overview of this Handbook, on page 5, the *Information Power* example demonstrates one of the very simplest types. However, most authorities believe that a mission statement is more effective if it contains the following elements:[1]

- **Who** the library serves;
- The **needs** to be met;
- The **concepts** to be included.
  Concepts might be meeting users' needs, access to information, stimulating interest in reading, interlibrary cooperation, etc.

Ideas expressed in the mission statement should be the very broadest of idealized hopes for the role of the library in the school and community. This is an opportunity to express the value which the library can contribute to the education of the students of a school.

Example of a mission statement from The Media Center Procedures Manual, *Valdez High School and George H. Gilson Junior High School, September 1990.*[2]

II. MISSION STATEMENT

Valdez High School and George H. Gilson Junior High School are dedicated to the total education of their entire student bodies; however, the fulfillment of this goal would be impossible without the significant resources, facilities, and guidance of the school library media centers. Constant expansion of knowledge and the modes of attaining knowledge make the centers vital assets, since they supplement and broaden the instruction of the classroom setting.

Therefore it is the mission of the Valdez High School and the Gilson Junior High School Library Media Centers to provide an extensive range of stimulating instructional materials in a variety of formats in order to expand the students' abilities and interest, and to enhance their enjoyment of reading and learning. These materials must be selected on the basis of individual student's abilities, needs and curiosities, and they should be displayed in an attractive, accessible environment. Students must be afforded instruction in the skillful use of the materials, equipment, and services offered by the library media centers.

The centers must also endeavor to promote the students' development as informed and responsible citizens, who understand the importance of appreciating and preserving the American democratic system. Learning by inquiry will be encouraged in the centers, enabling students to make intelligent decisions, to develop their values and standards, and to enrich their lives.

The centers and personnel must be directly included in the development, promotion, and enrichment of the schools' curriculum goals. There must be a harmonious integration of the instructional staff and the centers' personnel in achieving these goals. The professional growth of the school staff should also be enhanced by the centers' staff, who should assist them whenever possible.

The overall success of the educational process at Valdez High School and Gilson Junior High School is extremely dependent upon the excellence of the school library media centers in both buildings and all efforts must be exerted to achieve and sustain that level of excellence.

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[1] McClure, Charles R. et al, Planning and Role Setting for Public Libraries, American Library Association, 1987. p. 28.

[2] Provided by the librarian, Dona Kubina.

Goals for a library are also broad ideas, but they are especially concerned with the future functions and plans of the library. They may be ongoing, in that they are never realized, but they should be at least theoretically achievable. They may deal with the physical parts of the library, that is the facilities, the collection, the provision of materials, or they may be concerned with program such as instruction, access to information, or public relations. They usually begin with verbs such as provide, develop, become, maintain. They express the hopes for the kind of library and types of service which you wish to provide to your school.

Some examples of goals are:

To provide a place where inquiring minds may find information from all sides of a controversial subject.

To provide a welcoming atmosphere which encourages frequent use of the library.

To develop a love of reading and spirit of inquiry which will carry on into adulthood.

To cooperate with other school libraries in the district to provide a greater access to up-to-date science materials.

Objectives for a library are the specific ways in which you plan to meet or advance the goals which you developed. Objectives usually have a time frame and should be:

- Specific (that is, precise and explicit)
- Measurable (that is, accountable in a concrete way such as seeing, counting, etc.)
- Achievable (that is, actually can be accomplished)
- Compatible (that is, it advances some goal which has been set forth)

Some examples of objectives are:

Set up a summer reading program which enrolls 25% of the student body.

Paint, carpet, and provide lounge chairs for a recreational reading room.

Participate on a materials consideration committee, district-wide, to select science materials for purchase in next-year's budget. Allot 15% of book budget to science materials.

An old saying goes,

"If you don't know where you're going, you'll never know when you get there."

In the library , unless you have a mission, goals, and objectives, you may find yourself spending all the time in your days and weeks of school without being able to see if you have gotten anywhere. Thinking of these ideas gives you a plan, but actually putting them on paper makes them real to you and to your colleagues.

In a job so filled with minutia, details, and small duties, it is necessary for your own professional good to have a road map in front of you, so that you can see that you are indeed getting somewhere.

Muskox

Electronic Mail and Internet Access

What is Muskox?

Muskox is a computer that is connected to the Internet. The Alaska State Library and Rasmuson Library at UAF are making Muskox available for many librarians throughout Alaska. Muskox provides easy menu access to the Pine email software , the telnet command for logging onto remote computers, and the FTP command for file transfers. It also includes Lynx and Gopher browsers and UNIX file management capabilities.

Who can sign up for an account on Muskox?

Librarians who work for a publicly funded library (federal, state, or local) may sign up for an account on Muskox. Some school librarians are also eligible for accounts. The determination is made on an individual basis, taking into consideration some of the characteristics of the librarian's school district. Contact the School Library/Media Coordinator (269-6568) for more details.

How can I use Muskox?

Muskox accounts are given to school librarians for their PERSONAL or PROFESSIONAL use only. They are not to be used as the student or faculty access to the Internet and the librarian's password should remain private. Use by librarians in obtaining information for a student or staff member is, of course, professional use, but that research and connection should only be made by the librarian. This restriction is due solely to budgetary limitations. The Internet telecommunications charges are paid for by the State Library and need to be limited as much as possible.

How do I request an account on Muskox?

After talking to the School Library/Media Coordinator, submit the following information to Jim Boone at the Alaska State Library:

- the librarian's full name
- the librarian's social security number (which will be the initial password on the account--the employee should change it as soon as s/he logs into the system for the first time), and
- the librarian's preferred ID, (first name plus first initial of last name).

You can send email to Jim Boone at jimb@muskox.alaska.edu
or you can call him at 465-2910

Muskox uses the Unix operating system which is case-sensitive, i.e., uppercase letters are not the same as lowercase letters. IDs will be all lowercase letters, but you may choose to make your password a combination of upper-and lowercase as long as you can remember it!

How will my email account ID be determined on Muskox?

Your ID will be your first name plus the first initial of your last name, e.g., susane for Susan Elliott. This will allow for predictability so someone from another library can figure out your probable ID on Muskox. Nicknames are fine, e.g., Mary (Moe) McGee will go by "moem". If there are duplicate IDs, numbers will be added at the end, e.g., susane2, susane3, etc. Your Internet ID will be your ID @ the Muskox Internet address, e.g., susane@muskox.alaska.edu . There are NO spaces in an Internet address.

How do I connect to Muskox?

You can connect to Muskox directly from the University of Alaska Computer Network (UACN) terminal servers or via AlaskaNet (Alascom's state-wide network) or by telnetting to muskox.alaska.edu from any Internet account. Since April 1994, when the Statewide Library Electronic Doorway (SLED) went up, you can connect via its menu system under "Education".

[illegible]

1. Sign on to your UACN account as usual.

2. From the dollar sign ($) prompt, type: telnet muskox *or* telnet muskox.alaska.edu

```
        $ telnet muskox
or      $ telnet muskox.alaska.edu
```

3. You will be connected to Muskox and prompted for login and password. Use your Muskox id to login and your social security number (without hyphens) as your initial password.

[illegible]

1. Dial the local AlaskaNet number nearest you:
   [available baud rates (1200, 2400, 9600)vary--some sites require that you hit <enter> to begin]

AlaskaNet Numbers

Adak	592-2557	Healy	683-1350	Petersburg	772-3878
Anchorage	258-6607	Homer	235-5239	Prudhoe Bay	659-2777
Anchorage	258-7222	Juneau	789-1976	Saint Paul	546-2320
Barrow	852-2425	Juneau	789-7009	Seattle (206)	285-0604
Bethel	543-2411	Kenai/Soldotna	262-1990	Seward	224-3126
Cantwell	768-2700	Ketchikan	225-1871	Sitka	747-5887
Cordova	424-3744	King Salmon	246-3049	Skagway	893-2170
Craig	826-2948	Kodiak	486-4061	Tanana	366-7167
Deadhorse	659-2777	Kodiak	487-2111	Tok	883-4747
Delta Junction	895-5070	Kotzebue	442-2602	Valdez	835-4987
Dillingham	842-2688	McGrath	524-3256	Unalaska/	
Fairbanks	452-5848	Nenana	832-5214	Dutch Harbor	581-1820
Fairbanks	456-3282	Nome	443-2256	Whittier	472-2467
Glennallen	822-5231	Northway	778-2301	Wrangell	874-2394
Haines	766-2171	Palmer/Wasilla	745-0200	Yakutat	784-3453

2. If you get garbage characters on the screen *or* you are asked for your terminal identifier, type the letter o (if your communications software is set to N-8-1)

or the letter a (if you are set to E-7-0). This will give you the login prompt.

3. At both the login and password prompts, type: UACN

```
please log in:      UACN
password:           UACN
```

If you get into a loop where the login prompt keeps repeating, it means all the AlaskaNet ports for UACN are currently in use. Try again later. If you have trouble with AlaskaNet, call Alascom's help number: (800) 478-6500.

4. At the UACN terminal server prompt, type: connect muskox

```
UA-AKNET-01>        connect muskox
```

5. You will be connected to Muskox and prompted for login and password. Use your Muskox id to login and your social security number (without hyphens) as your initial password.

6. When you have Quit from Muskox, issue the logout command at the UACN terminal server prompt:

```
UA-AKNET-01> logout (or lo)
```

[redacted]

1. **Dial the local UACN node number nearest you:**
[available baud rates vary (1200-9600)--some sites require you to hit <enter> several times to begin]

UACN Node Numbers

Anchorage	562-0200	Ketchikan	225-1871
		Kodiak	486-4031
Bethel	543-4436-9	Kotzebue	442-2602
	543-2693-4	Nome	443-5317
Fairbanks	474-0771		443-5321
Homer	235-8771	Palmer	745-0200
	235-8773	Sitka	747-7777
Juneau	789-1314	Valdez	835-4621
Kenai	262-5806		835-4579
	262-5807		

2. At UAF and UAA you will be connected to the local terminal server. At the terminal server prompt, type: connect Muskox

```
UAA-DU-02>   connect muskox  (or c muskox)
```

At UAS, Muskox will be a menu item.

If you experience problems, contact your local campus computer HELP desk and ask them how to connect to the Internet address: muskox.alaska.edu

UAA: 786-1889
UAF: 474-7191
UAS: 465-6452
Statewide Help: (800) 478-8226

BEST COPY AVAILABLE

3. You will be connected to Muskox and prompted for login and password. Use your Muskox id to login and your social security number (without hyphens) as your initial password.

4. When you have Quit from the menu on Muskox, issue the logout command (*or* just lo) at the UACN terminal server prompt:

```
UAA-DU-02> lo
```

then hangup your modem.

How can I get help on Muskox?

You can contact the general help number (800) 478-4667 or send email to the account ID "help" on Muskox. There is also online help within the email software which is available by choosing the HELP menu item, typically "?" or <control> G (^G) for "get help".

Can I subscribe to listservs on Muskox?

Sure! Listservs are email discussion lists based on a topic and managed by a computer program. When you subscribe to a list, you can send messages to the list and, whenever another subscriber sends a message to the list, you will automatically get that email message from the list. There are many lists on library topics such as GOVDOCS, PUBLIB, CDROMLAN. etc. A listserv set up expressly for school librarians is LM_NET.

To subscribe, send an e-mail message to: listserv@suvm.syr.edu
Leave the subject line blank.
In the first line of the message, type: SUBSCRIBE LM_NET Firstname Lastname
(Of course, you will substitute your own first and last name!)

A listserv for Alaskan librarians of all types is AKLA-L.

To subscribe, send an e-mail message to: listserv@galileo.uafadm.alaska.edu
Leave the subject line blank.
In the first line of the message, type: SUBSCRIBE AKLA-L (hit return and then send the message)

What is the News-collection section of the Folder List screen used for?

This will show the set of news groups to which you have subscribed. Muskox provides a *newsreader* to get to the **UseNet** sections of the Internet. To subscribe to a group (or several), select the News-collection part of the page and press **A** [Subscribe]. Then type in the address of the group you wish to join. If you don't know the address, press **^T (Control T)** [To All Groups]. You will see a list of several hundred newsgroups which you can join simply by selecting and pressing **S** [Subscribe]. When you leave the selection page with **E** [Exit Subscribe], you will find the group listed on the Folder List screen just as your mail folder is. Simply select it and press Return (Enter) to see all of the postings to this group. News groups function much like bulletin boards and are of incredible variety.

What happens if I get an account on Muskox and I don't use it?

If you don't use your Muskox account for six months, we will delete it, and you will need to reapply for an account. This is to save resources on the system.

What if I still have questions about Muskox?

For additional information contact Della Matthis, School Library/Media Coordinator, or Susan Elliott, Technology Coordinator, at the Alaska State Library in Anchorage:

dellam@muskox.alaska.edu (Muskox ID)
or 269-6568 (phone)
or 269-6580 (fax)

susane@muskox.alaska.edu (Muskox ID)
or 269-6567 (phone)
or 269-6580 (fax)

From two flyers "Welcome to Muskox!" and "How do I Connect to Muskox?" [by Susan Elliott. Anchorage: Alaska State Library, 1994.] [Revised July, 1995.]

Newbery Medal Winners

An American Library Association division, The Association for Library Service to Children, awards the Newbery Medal each year to recognize the author of the most distinguished contribution to children's literture published in the United States during the previous year. The award honors John Newbery (1713-1767) who was the first English publisher and bookseller for children's literature. Many school libraries purchase the newest medal winner and the honor books named with it each year. Most book sellers mark the winning books with gold or silver medal stickers. Some teachers make reading assignments which require one or more Newbery winners during a year. It is perhaps wisest not to weed any Newbery books from a collection unless they are in extremely bad shape.

1922	Henrik Van Loon	*The Story of Mankind*
1923	Hugh Lofting	*The Voyages of Doctor Dolittle*
1924	Charles Hawes	*The Dark Frigate*
1925	Charles Finger	*Tales from Silver Lands*
1926	Arthur Bowie Chrisman	*Shen of the Sea*
1927	Will James	*Smoky, The Cowhorse*
1928	Dhan Gopal Mukerji	*Gay Neck, The Story of a Pigeon*
1929	Eric P. Kelly	*The Trumpeter of Krakow*
1930	Rachel Field	*Hitty, Her First Hundred Years*
1931	Elizabeth Coatsworth	*The Cat Who Went to Heaven*
1932	Laura Adams Armer	*Waterless Mountain*
1933	Elizabeth Foreman Lewis	*Young Fu of the Upper Yangtze*
1934	Cornelia Meigs	*Invincible Louisa*
1935	Monica Shannon	*Dobry*
1936	Carol Brink	*Caddie Woodlawn*
1937	Ruth Sawyer	*Roller Skates*
1938	Kate Seredy	*The White Stag*
1039	Elizabeth Enright	*Thimble Summer*
1940	James Daugherty	*Daniel Boone*
1941	Armstrong Sperry	*Call It Courage*
1942	Walter D. Edmonds	*The Matchlock Gun*
1943	Elizabeth Janet Gray	*Adam of the Road*
1944	Esther Forbes	*Johnny Tremain*
1945	Robert Lawson	*Rabbit Hill*
1946	Lois Lenski	*Strawberry Girl*
1947	Carolyn Sherwin Bailey	*Miss Hickory*
1948	William Pene du Bois	*The Twenty-One Balloons*
1949	Marguerite Henry	*King of the Wind*
1950	Marguerite de Angeli	*The Door in the Wall*
1951	Elizabeth Yates	*Amos Fortune, Free Man*
1952	Eleanor Estes	*Ginger Pye*
1953	Ann Nolan Clark	*Secret of the Andes*
1954	Joseph Krumgold	*...And Now Miguel*
1955	Meindert DeJong	*The Wheel on the School*
1956	Jean Lee Latham	*Carry On, Mr. Bowditch*
1957	Virginia Sorensen	*Miracles on Maple Hill*
1958	Harold Keith	*Rifles for Watie*
1959	Elizabeth George Speare	*The Witch of Blackbird Pond*
1960	Joseph Krumgold	*Onion John*
1961	Scott O'Dell	*Island of the Blue Dolphins*
1962	Elizabeth George Speare	*The Bronze Bow*
1963	Madeleine L'Engle	*A Wrinkle in Time*

1964	Emily Cheney Neville	*It's Like This, Cat*
1965	Maia Wojciechowska	*Shadow of a Bull*
1966	Elizabeth Borten de Trevino	*I, Juan de Pareja*
1967	Irene Hunt	*Up a Road Slowly*
1968	E.L. Konigsburg	*From the Mixed-up Files of Mrs. Basil E. Frankweiler*
1969	Lloyd Alexander	*The High King*
1970	William H. Armstrong	*Sounder*
1971	Betsy Byars	*Summer of the Swans*
1972	Robert C. O'Brien	*Mrs. Frisby and the Rats of NIMH*
1973	Jean George	*Julie of the Wolves*
1974	Paula Fox	*The Slave Dancer*
1975	Virginia Hamilton	*M.C. Higgins the Great*
1976	Susan Cooper	*The Grey King*
1977	Mildred D. Taylor	*Roll of Thunder, Hear My Cry*
1978	Katherine Paterson	*Bridge to Terabithia*
1979	Ellen Raskin	*The Westing Game*
1980	Joan Blos	*A Gathering of Days: A New England Girl's Journal, 1830-32*
1981	Katherine Paterson	*Jacob Have I Loved*
1982	Nancy Willard	*A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers*
1983	Cynthia Voigt	*Dicey's Song*
1984	Beverly Cleary	*Dear Mr. Henshaw*
1985	Rolin McKinley	*The Hero and the Crown*
1986	Patricia MacLachlan	*Sarah, Plain and Tall*
1987	Sid Fleischman	*The Whipping Boy*
1988	Russell Freedman	*Lincoln: A Photobiograqaphy*
1989	Paul Fleischman	*Joyful Noise: Poems for Two Voices*
1990	Lois Lowry	*Number the Stars*
1991	Jerry Spinelli	*Maniac Magee*
1992	Phyllis Reynolds Naylor	*Shiloh*
1993	Cynthia Rylant	*Missing May*
1994	Lois Lowry	*The Giver*
1995	Sharon Creech	*Walk Two Moons*

Procedures Manuals

Procedures[1] are simply instructions telling how a certain task is to be done. You may want to write procedures for checking out a book, closing the library, ordering library materials and other routine tasks.

How do procedures differ from policies, rules and standards?

- *Policies* are the broad statements of purpose and philosophy which determine decisions and actions. Procedures, rules, and standards are subordinate to policies.
- *Procedures* are a series or sequence of related activities designed to standardize the performance of tasks which are part of a major operation. Procedures are the actions to take in a particular situation.
- *Rules* are regulations and restrictions establishing standards of behavior such as "No Food in the Library." You will want to keep rules to a minimum.
- *Standards* are concerned with outcomes or results. They deal with quality, quantities, and units of productivity.

Why write procedures?

- To establish methods of handling repetitive tasks
- To set standards of performance
- To aid evaluation
- To place the responsibility for performance on the individual
- To provide for continuity of action
- To serve as a training tool for students and volunteers
- To provide for uniform practices
- To strengthen supervision

How to organize your procedures manual
Use a large loose-leaf notebook with dividers for the topics you want to include such as:

Philosophy
- Include the district mission statement as well as your school and/or school library mission statement

Goals and Objectives
- Include district and school goals and objectives as well as your library media center ones
- Include short and long-term goals

Information Resources
- Collection Development
- Resource Sharing
- Interlibrary Loan

Personnel
- Include the job description and specific job responsibilities of each staff member
- Delineate the responsibilities of the district library coordinator if you have one

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[1] From: Kolb, Audrey. *Manual for Small Libraries in Alaska*, 1992.

Facilities
- Describe the library space requirements and use
- Include floor plans or any specific information regarding space allocation

Library Program
- Instruction
  -Include the library skills curriculum guide if appropriate
  -Describe the formal program of instruction
  -Describe the informal program for instruction

Services
- List and describe the services of your library
    -Information Resources
    -Instruction
    -Consulting

Evaluation & Reports

Index

Tips for Writing Procedures
- Begin each procedure on a separate page
- Begin with a list of materials needed
- Consider using bullets outlines or flow charts
- Include a table of contents
- Include an index if your manual is longer than 25 pages
- Use descriptive headings
- Use simple words and as few as possible
- Use positive, direct language
- Organize the text in logical sequence
- Use illustrations
- Define terms that may be misunderstood
- Use a readable font size e.g. 12 pt.
- Have someone test and evaluate the procedure after you have written it
- Check your spelling
- Date each section as you write or revise it
- Update and revise continually

Resources

Cubberley, Carol W. "Write Procedures that Work" *Library Journal.* Sept. 15, 1991.

Kolb, Audrey. *Manual for Small Libraries in Alaska.* Alaska State Library, 1992.

Processing Materials

The following checklist is a guideline for libraries that use a card catalog and do everything themselves. Processing tasks should be kept to a minimum to allow the maximum time to be spent with students. School librarians can order pre-processed materials, enlist the help of volunteer students and parents, and use automation as much as possible to streamline the task of processing materials. School districts may have centralized processing centers or may contract with another district or library to process their materials.

Checklist for processing books[1]

_______Unpack boxes
_______Arrange alphabetically by author on book truck
_______Check off on purchase order
_______Pencil price in each book
_______Cover dust jacket with plastic
_______Open and "break in"each book [lay the book spine down, open about one eighth of the book from each end until the spine has been "relaxed" in a gradual process]
_______Verify that the order is correct
_______Stamp with ownership stamp
_______Insert theft detection strip if applicable
_______Insert catalog card packets in each book
_______Check each book with catalog cards for proper classification
    Does classification number on card fit the book?
    Is classification number consistent with the collection?
    If not, check CIP and a recommended source to make the change
    Attach a note to the catalog cards giving the change in the call number
_______Are tracings suitable to the collection?
    If not, on main entry mark through any tracings not to be used; discard the card; make cards for additional tracings
_______Is the book a duplicate copy?
    If so, pull the shelf list; place in book; discard new cards
    Insert shelf card in the new book along with printed card and pocket
_______Return book to book truck
_______Place catalog cards read to file in box marked "filing"
_______Are catalog cards OK?
    If not, make all changes according to notes
_______Type purchasing information on the shelf list
_______Place the shelf card in the box marked "Shelf List to File"
_______Type all information on cards & pockets
_______Attach card, pocket, and date due slip in book
_______Type the spine labels
_______Attach labels to cover and book
_______Attach plastic jacket to the book
_______All books go to the librarian for final inspection

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[1] Based on a flow chart from: *Procedures Manual for School Library Media Centers*. Oklahoma State Department of Education, 1986.

Professional Collections
for Librarians

Professional books for librarians (may be shared with faculty and parents who are interested in children's reading and literature). Other books are recommended under the entries for their subjects.

A to Zoo: Subject Access to Children's Picture Books. 4th ed. $49.95. Carolyn and John Lima. Bowker, 1993. Lists more than 15,000 fiction and nonfiction titles for preschool through the second grade.

Abridged Dewey Decimal Classification and Relative Index. 12th rev. ed. Melvil Dewey. Forest Press, 1993. $88.00. Concise, one-volume Dewey Decimal Classification System.

Alaska Native Oral Narrative Literature: a Guidebook and Biblographic Reference. John Smelcer. Salmon Run Press, 1992. Essay on storytelling and folklore in the Alaskan tradition will help teachers understand the Native point of view that underlies these tales. Follows with an extensive bibliography of folktales. Excellent resource material.

Author a Month (for Pennies). Sharron L. McElmeel. Libraries Unlimited, 1988. $24.50.
Author a Month (for Nickels). Sharron L. McElmeel. Libraries Unlimited, 1990. $24.00.
Author a Month (for Dimes). Sharron L. McElmeel. Libraries Unlimited, 1993. $23.50.
Grades 4-8. Three excellent collections of biographical and bibliographical materials on children's authors; emphasis on displays and classroom activities highlight their books.

Books Kids Will Sit Still For: The Complete Read-Aloud Guide. 2nd rev. ed. Judy Freeman. Bowker, 1990. $39.00. More than 2,100 recommended titles for children from preschool through the sixth grade. Annotated read-aloud lists arranged by grade level, bibliography and indexes for author, title, illustrator and subject.

Censorship and Selection: Issues and Answers for Schools. 2nd ed. Henry Reichman. American Association of School Administrators & American Library Association, 1993. Offers educators concrete and practical advice on how to prepare selection policies, handle complaints, and meet challenges. Specifically tailored to the needs of the school setting.

Children and Books. Zena Sutherland. 8th ed. Harper Collins College, 1990. $51.50. Grades 4-12. Standard collection of children's literature arranged by subjects and topics by acknowledged expert. Has excerpts from books and bibliographies of recommended books.

Eyeopeners!: How to Choose and Use Children's Books About Real People, Places, and Things. Beverly Kobrin. Penguin Books, 1988. $9.95. More than 500 non-fiction books are recommended and annotated. Many have activities recommended. Dr. Kobrin has given several teacher/librarian workshops in Alaska.

Flexible Access Library Media Programs. Jan Buchanan. Libraries Unlimited, Inc., 1991. Provides rationales and planning help for implementing flexible scheduling.

Information Power: Guidelines for School Library Media Programs. American Association of School Librarians and Association for Educational Communications & Technology. American Library Association, 1988. $15.00 paperback. Currently undergoing revision, sets forth guidelines for developing the school library media programs needed to prepare students for success in the next century.

Intellectual Freedom Manual. American Library Association, Office for Intellectual Freedom and Intellectual Freedom Committee Staff. 4th ed. American Library Association, 1992. $25.00 paperback. Designed to answer the many practical questions that confront librarians in applying the principles of intellectual freedom to library service.

Intellectual Freedom Manual. June Pinnell-Stephens, compiler. Alaska Library Association, Alaska State Library and Alaska Department of Education, 1985. Currently out of print, photocopies of this 49 page document can be obtained from the School Library Coordinator.

Inventive Teaching: The Heart of the Small School. Judith S. Kleinfeld, G. Williamson McDiarmid, and William H. Parrett. College of Rural Alaska, University of Alaska Fairbanks, 1992. An updated and revised rewriting of ***The Teacher as an Inventor,*** focused on education in small, rural Alaskan schools. Describes innumerable resources, programs, and opportunities for teachers in Bush schools. Would be just as valuable in city programs.

Library Media Skills: Strategies for Instructing Primary Students. 2nd ed. Alice R. Seaver. Libraries Unlimited, Inc., 1991. A handbook with many duplicatable pages of activities, both literary and research oriented for young students. Instructions for manufacturing learning centers and for skills tracking are included.

Library Skills Activities Kit: Puzzles, Games, Bulletin Boards and Other Interest-Rousers for the Elementary School Library. Jerry J. Mallett. The Center for Applied Research in Education, Inc., 1981. Spiral bound handbook with many ideas for decorating the library and teaching basic locational and literary skills.

Read-Aloud Handbook. rev. ed. Jim Trelease. Penguin, 1985. $8.95. A guide for parents and teachers. Discusses the "effects of reading aloud to children of all ages." Includes list of good books for reading aloud. Also ***New Read-Aloud Handbook.*** Penguin, paper, $9.95. Jim Trelease.

Read for the Fun of It: Active Programming with Books for Children. Caroline Feller Bauer. H. W. Wilson Company, 1992. A collection of ideas to encourage adults to introduce children to the wonders of the printed word.

Recommended Literature: Grades 9-12. Language Arts and Foreign Language Unit, California Department of Education. The Dept., 1990. $5.00 paperback. Grades 7-12. Annotated bibliographies with a strong emphasis on culturally relevant books and readings for California students in grades K-8 and 9-12. Annotations are arranged alphabetically by title. Includes author index.

Recommended Readings in Literature: Kindergarten Through Grade Eight. Language Arts and Foreign Language Unit, California Department of Education. The Department. 1990. $5.00 paperback. Grades K-8.

Running a School Library Media Center: A How-To-Do-It Manual for School and Public Librarians. Barbara L. Stein and Risa W. Brown. Neal-Schuman Publishers, Inc., 1992. An effort to provide the experience of attending professional workshops on managing libraries, this book is specifically aimed at new librarians and media clerks.

Sears List of Subject Headings. 14th ed. Barbara M. Westby, ed. Wilson, 1991. $45.00. Grades 6-12. List of subject headings used in small library catalogues included.

Reading Promotion Programs

The Alaska State Library Coordinators' office in Anchorage has a file of summer reading programs that have been used all over the United States. Many of these programs can be easily adapted for school programs. They contain flyers, bookmarks, games, booklists, suggestions for parties, etc. Files can be borrowed by contacting the office (269-6568). The programs are listed by theme.

ADVENTURE	Summer Bookaneers: Sign on with Captain Book Al's Wacky Summer Vacation Captain Hook - Readopoly Read Up a Storm Wild About Reading Catch the Beat Reading Rodeo Celebrate Our Love of Reading Adventure Begins at Camp Read-a-lot Magic School Bus Passport to Reading
AMERICA	Be a Star - Read! A Star-Spangled Summer
ANIMALS	Wild About Reading Read & Talk With the Animals at Your Library Go Wild! Read! Reading is a Natural Panda Monium at the Library Cool Cat/Hot Books
BOOK & MUSIC TAKEOFF	Leap into Books Read Around the Clock
CIRCUS	Al's Amazing Summer Circus Under the Big Top
DINOSAURS	Dino-Mite Read-a-thon
FAIRY TALES/CASTLES & DRAGONS	Sir Al and His Summer Knights Flights of Fantasy
FOOD	Scoop up a Good Book Book Banquet
HUMOR	Reading for the Fun of It It's Readiculous: Read For the Fun of it
IMAGINARY THINGS/MAGIC	Summer Magic Hare Houdini Spinning Yarns! Telling Tales! Incredible Dream Machine Creature Features

MISCELLANEOUS	Master Gardener Reading is Dino Mite Silver Summer Scrapbook Footloose A Sendak Celebration; Let the Reading Begin! Hats Off to Books (clothing theme) Quest for Enchantment
MISC (cont)	Read - Funtastic Super Summer Reader Celebrate! Read! Star Spangled Summer Rock 'N' Read (music/dance) Meet McRead Join the Book Bunch Ticket to Read
MYSTERY	Undercover Readers Mysterious Summer: Case No. 1991 Unlock the Mystery Be a Super Sleuth-Investigate the Library
REGIONAL	Sakes Alive-We're 75 Arizona Read Arizona Idaho Jones & the Great State Adventure Quest for Enchantment; Treasure Reading Celebrate Vermont!
SAFARI	Book Trip to Africa Super Summer Safari Unlock Your Universe with Books
SPACE	Totally Terrific Time Treks
SPORTS	Sportacular Summer
SUMMER	Summertime, Anytime, Booktime Silver Summer
TRAVEL/MULTI-CULTURAL	Reading On the Move The Whole World in a Book Ticket to Read: Explore New Worlds Wheels, Wings N' Words Al's Wacky Summer Vacation
VEHICLES	All Aboard the Reading Railroad Wheels, Wings N' Words Reading Rainbow
WATER	Al's Summer Splash Dive into Reading Summer Splash

Rearranging, Remodeling and Planning New Libraries

Generally you will inherit a library space with limited ability to change walls and doors. Keep your mind open to the possibility of changes that will make the facility work better. Consider the traffic patterns, lighting, furniture, equipment, functions, resources and special needs when you think about remodeling or rearranging your library. Visit other school libraries if possible for ideas for the use of space.

Measure your library and count the tables, chairs and single and double faced sections of shelving. Make a copy of this page and the grid following[1] to arrange and rearrange your library's furniture and equipment. When you produce a plan that you feel is a significant improvement over the arrangement you have, discuss it with someone else and present it to your principal. Moving shelving is no small task so you want to think through the change and plan carefully before a move is made. Furniture rearranging and remodeling can be done during vacation periods or during the summer.

Remodeling concerns include adequate electrical outlets, communication lines (e.g. telephone, fiber optic, cable television), humidity and temperature controls. A number of resources on remodeling and planning new library facilities are available from the School Library Media Coordinator.

CHECKLIST OF FURNITURE

Tables

______round
desk

______square

______rectangular

______low tables

______study carrels

______computer tables

File cabinets:

______legal

______letter

Chairs:

______student

______low chairs

______librarian

______secretary

______lounge chair

Equipment:

______copy machines

______microfilm readers

______microfiche readers

Other Furniture:

______circulation

______card catalog

______dictionary stand

______atlas stand

______map case

______newspaper stand

______paperback rack

______other__________

______bulletin boards

______display cases

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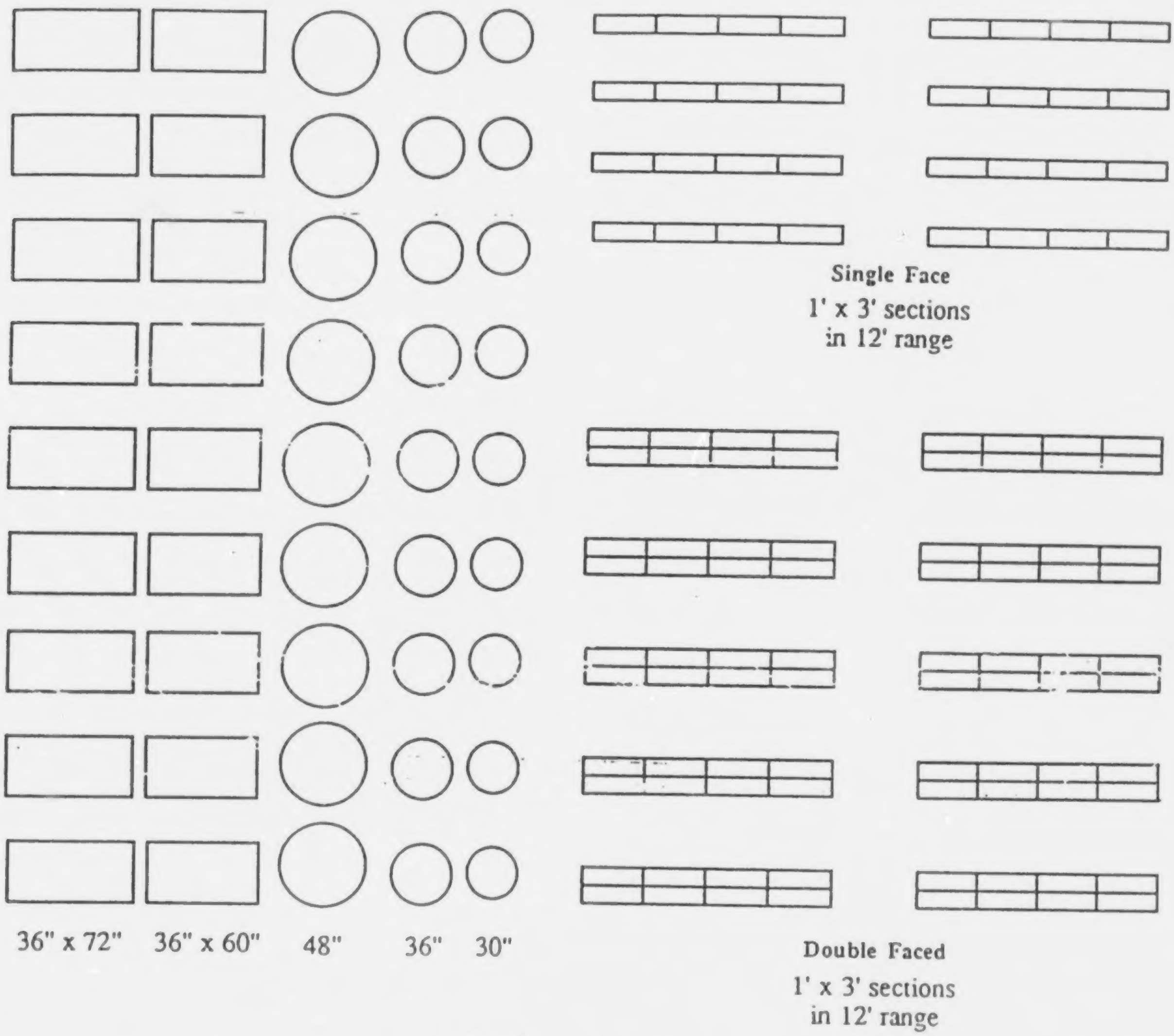
[1] From: Woolls, Blanche. *Managing School Library Media Programs.* Englewood, Libraries Unlimited, 1988. pp. 48-49.


Single Face
1' x 3' sections
in 12' range
36" x 72"
36" x 60"
48"
36"
30"
Double Faced
1' x 3' sections
in 12' range

Scale: 1/8" = 1'

Facilities grid to scale for floor plan and room arrangement.

RESOURCES

These are several books available at the Alaska State Library which can help you to make plans for your project, whether it is a full-blown building job, or a simple desire to redo the room in which you spend so much time. Call 269-6570 to make arrangements for borrowing them. If you can give the School Library/Media Coordinator enough notice, she can find many other materials for you and will be glad to help with your project.

See also entries under *Equipment*/E-1;*Technology in School Libraries*/T-2.

Designing and space planning for libraries. Cohen, Aaron. R.R. Bowker, 1979.

Information Technologies and space planning for libraries and information centers. Boss, Richard. G.K. Hall, 1987.

Library Space Planning. Fraley, Ruth. Neal-Schuman, 1990.

Selecting library furniture: a guide for librarians, designers, and architects. Brown, Carol. Oryx Press, 1989.

Reference Books

This section is based on a list developed by Alan McCurry, District Librarian, Yukon-Koyuk School District[1] for the libraries in his district. The list was checked[2] for new editions and price changes in June 1994. New reference titles were added, most out of print titles were dropped and Alaska materials were moved to Nitty Gritty A-7, "Alaskana Resources." It is expected that this section in the *K-12 Manual for Alaska School Libraries* will be updated regularly to include a current annotated list of reference books appropriate for Alaska school libraries.

Abridged Readers' Guide to Periodical Literature, 1981-. Wilson, annual. $95.00. Grades 4-12. Indexes articles from 44 general-interest periodicals by subject; also by author and title. Includes listings of book reviews by author reviewed. Sites will receive yearly bound volumes beginning with 1981.

Ainslie's Complete Hoyle. Tom Ainslie. Simon & Schuster, 1979. $15.95. Grades 7-12. Includes rules for all indoor games played today. Divided into four sections: card games, board and table games, gambling casino games, and "games for club car and tavern".

Amateur Astronomer's Handbook. 3rd ed. James Muirden. Harper, 1987. $10.95 paperback. Grades 7-12. Guide to viewing the skies. Includes glossary, reading lists, tables of astronomical phenomena. Illustrations and index.

American Book of Days. 3rd ed. Jane Hatch, ed. Wilson, 1978. $85.00. Grades 4-12. Describes American holidays, anniversaries and commemorations. Arranged day by day, January through December. Emphasis on religious and civil holidays, and days and events in the founding and growth of the U.S.

American Heritage Dictionary of the English Language. 3rd college ed. William Morris, ed. Houghton, 1992. $38.95. Grades 9-12. Readable, up-to-date, attractive, and well-illustrated desk dictionary for general use. Usage notes represent the consensus of a usage panel; "central" meaning is listed first.

American Heritage First Dictionary. Stephen Krensky. Houghton Mifflin, 1994. $13.95. Grades 1-3. Designed for 3rd to 4th grade students; many illustrations.

American Reader: Words that Moved a Nation. Diane Ravitch. Harper Collins, 1991. $35.00. A multicultural anthology of literature, the first of its kind. A fascinating collection of speeches, documents, poems, songs, photographs and illustrations that captures the many-faceted "American spirit in words and images."

American Red Cross First Aid and Safety Handbook. American Red Cross Staff, Little, Brown & Company, 1992. $29.95; $14.95 paperback. Demonstrates how to handle every type of first aid problem, from cuts and scrapes to cardiac arrest. Based on course materials used by Red Cross Chapters across the country, this authoritative handbook provides detailed instructions and illustrations.

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[1] *Reference Catalog.* Fairbanks, Alaska: Yukon-Koyukuk School District Media Center, 1992.

[2] Linda Masterson, Northwood Elementary School Librarian, Anchorage School District, updated the list and added some new reference titles. Update based on *Books in Print* ondisc (June 1994).

Anniversaries and Holidays. 4th ed. Ruth Wilhelme Gregory. ALA, 1983. $35.00. Grades 9-12. Comprehensive record of important dates in calendar year order: first, calendar of fixed dates and reason for celebration; second, calendar of movable days, subdivided by various calendars (Christian, Jewish, etc.)

Artist's Handbook of Materials and Techniques. 5th ed. Ralph Mayer. Viking, 1991. $30.00. Grades 7-12. Excellent guide for the amateur and professional encompasses all aspects of the materials and techniques employed by today's artist, as well as traditional methods of the past.

Asimov's Biographical Encyclopedia of Science and Technology. 2nd rev. ed. Isaac Asimov. Doubleday, 1982. $29.95 paperback. Grades 7-12. The lives and achievements of 1510 great scientists from ancient times to the present, chronologically arranged. Readable sketches vary in length, many photographs.

Astronomy Handbook. James Muirden. Prentice Hall 1982. $10.95. Grades 5-12. Pocket guide to viewing the heavens. Color illustrations: photos, diagrams, drawings. Includes directions for photographing the night skies, with and without a telescope. Index.

Atlas of the North American Indian. Carl Waldman. Facts on File, 1985. $29.95. Grades 7-12. A comprehensive geographical reference on the Indian of the U.S. Canada, and Mexico with 120 Maps, 75 photographs, chronology, indexes, and bibliography. Arranged in chapters by broad subjects like Ancient Indians, Indian Lifeways, Indians and Explorers, Indian Wars, Land Cessions, and Contemporary Indians.

Audubon Society Field Guide to North American Rocks and Minerals. Charles W. Chesterman. Knopf, 1979. $18.00. Grades 4-12. Pocket guide providing color photos and descriptions of some 232 mineral species and forty types of rocks. Includes guide to mineral environments, glossary, bibliography, and indexes.

Authors of Books for Young People. 3rd ed. M. Ward and D. Marquardt. Scarecrow, 1990. $59.50. Grades 8-12. Biographical dictionary of 2,161 children's authors with short biographies, book lists, and a coded reference to the Wilson author series for additional information.

Background Notes. U. S. Government Printing Office, annual. $70.00. Grades 4-8. A series of pamphlets giving current information on some 160 countries and territories of the world. Included are geography history, economy, politics, people, government, foreign relations. Maps, travel information, short bibliographies also.

Benet's Reader's Encyclopedia: The Classic and Only Encyclopedia of World Literature in a Single Volume. 3rd ed. William Rose Benet, ed. Harper Collins, 1987. $45.00. Grades 9-12. One-volume literary handbook, which aims to cover the entire field of terms and movements, arranged alphabetically. Also: ***Benet's Reader's Encyclopedia of American Literature.*** Harper, 1991. $45.00.

Book of Mammals. 2 vols. National Geographic Society, 1981. Grades 3-8. $22.95, library binding; $25.95. Arranged in alphabetical order, each entry includes the common name of the mammal, pronunciation guide, a range map, a fact box, a photograph and cross references.

Book of World Famous Music; Classical, Popular and Folk. 4th ed. rev. & enlarged. 1995 James J. Fuld. Dover Publications, 1985. $15.95. Grades 9-12. The history of Several thousand songs, tunes, etc. each printed with "musical signature", and words (if appropriate) also brief history of melody and biographical sketch of composer. Indexed by musical theme.

British Authors Before 1800: A Biographical Dictionary. Stanley J. Kunitz, Ed. Wilson, 1952. $60.00. Grades 10-12. Includes some 650 British authors who were born and died before 1800. Short but detailed introductions to the authors and their works.

British Authors of the Nineteenth Century. Stanley J. Kunitz, ed. Wilson, 1936. $64.00. Grades 10-12. Covers the major British authors living between 1800-1900 (William Blake to Audrey Beardsley) with short biographies and discussions of their works and styles.

Brownie Girl Scout Handbook. Girl Scouts of the USA, 1993. $7.95. Grades 1-3.

Bulfinch's Mythology. Thomas Bulfinch. Random House, 1993. $20.00. Grades 7-12. Contains myths of Greece and Rome, Egypt, the Far East, Germany, and the Norse myths; also legends of King Arthur, Charlemagne and Mabinogion.

Cadette and Senior Girl Scout Handbook. Girl Scouts of the USA, 1987. $7.00 paperback. Grades 6-12.

Cambridge Encyclopedia of Earth Sciences. David G. Smith, editor. Cambridge University, 1982. $54.95. Grades 9-12. Covers geology, mineralogy, oceanography, the physics and chemistry of the earth, seismology, weather, gravity, energy, the environment, and the earth's relation to the solar system and cosmos.

Childcraft: The How and Why Library. annual. William H. Nault, ed. Field Enterprises, .Check with publisher for current price; around $200. Grades 1- 4. Intended primarily for young children ages 1-9. Not strictly a general encyclopedia, each volume is concerned with a broad area of children's interests and activities. Vol. 15 includes a curriculum guide.

Compton's Encyclopedia. 26 vols. Annual.

Concise Dictionary of American Biography: Complete to 1970. Scribner, 1990. $150.00. Grades 4-12. One volume condensation of the older 17 Vol set covering famous Americans who died before 1970.

Concise Dictionary of American History. Scribner's, 1983. $95.00. Grades 4-12. One volume abridgment of the 8 vol. set giving brief articles on the concepts, events, and places of American History covering the major political, economic, social, industrial, and cultural events. For biographies see its companion work: Concise Dictionary of American Biography.

Concise Dictionary of Indian Tribes of North America. 2nd rev. ed. Barbara Leitch. Bowker, 1991. While each entry is designed to give in capsule format a sketch of the tribe it highlights, the net effect of the dictionary is to preserve an intelligible overview of what we do know about the Indians of North America.

Concise Oxford Dictionary of Proverbs. 2nd ed. Oxford University Press, 1992. $25.00 An abridgment of the *Oxford Dictionary of Proverbs;* it deals principally with proverbs known in the twentieth century; contains more than 1,000 proverbs.

Consumer Reports Annual Buying Guide Issue. Consumer Reports. annual. $7.95. Grades 7-12. Evaluative guide to a wide variety of consumer products from cars to radios.

Culturgrams: The Nations Around Us, Vol. 1-2. Brigham Young University. Garrett Park Press, revised regularly. $25.00 each volume. Grades 6-12. Vol. I: The Americas & Europe; Vol. II Africa, Asia, & Oceania. Useful for the traveler or student, each entry provides information about the language, manners and customs of a particular country. Entries also include background population, land, economy, religion, holidays, history, climate, and government. (Also available in electronic format.)

Dictionary of American Idioms. Adam Makkai, Maxine Boatner and John Gates. 2nd rev. ed. Barron's Educational Series, 1987. $11.95 paperback. Defines more than 5,000 American idiomatic words and phrases.

Dictionary of Costume. Ruth T. Wilcox. Scribner, 1977. $60.00. Grades 7-12. Fully illustrated dictionary of historic costume covering all facets on a world-wide basis. Entries are primarily succinct descriptions of items of clothing. Bibliography.

Dictionary of Foreign Phrases and Abbreviations. 3rd ed. Kevin Guinagh. H.W. Wilson, 1982. $42.00. Lists in one alphabetical sequence foreign phrases, proverbs, maxims, and abbreviations frequently used in written and spoken English.

Dictionary of Misinformation. Tom Burnam. Harper Collins, 1993. $12.00 paperback. Contains hundreds of false facts, misquotations and bits of buncombe. Each entry gives the fact as it is falsely known, gives the true facts and frequently tells an interesting story behind them.

Dictionary of Occupational Titles. U.S. Government Printing Office, 1991. 2 vols. $49.00 set. Grades 7-12. Standard definitions and classifications of occupational titles in the U.S., used both in the federal government and throughout the private sector.

Documents of American History. Vol. I-II. 10th ed. Henry Commager. Prentice-Hall, 1988. Vol. I out of print; Vol. II $41.00. Grades 8-12. Significant documents arranged chronologically from 1492 with topical and personal name indexes.

Encyclopedia Americana. Americana Corp., annual. price varies, usually about $750.00. Grades 9-12. Good general audience encyclopedia with special strength in topics of American interest: history, literature, biography. Signed articles, comprehensive index.

Encyclopedia of American History. 6th ed. Richard B. Morris, ed. Harper, 1982. $29.95. Grades 4-12. Quick reference on American history, life and institutions. Chronologies, biographies, 40 page section listing Presidents, their Cabinets, Supreme Court Justices, Declaration of Independence, Constitution.

Encyclopedia of Native American Tribes. Carl Waldman. Facts on File, 1987. $45.00. Grades 7-12. A comprehensive alphabetical encyclopedia of the culture and history of more than 150 Indian tribes in the U.S. Canada, and Mexico with 272 colored illustrations, indexes, and bibliography. Arranged by tribe or people.

European Authors 1000-1900. Stanley J. Kunitz, ed. Wilson, 1967. $73.00. Grades 10-12. Includes continental European authors born after the year 1000 and dead before 1925. Quick, satisfactory introductions to a large variety of authors and literatures.

Eyeopeners!: How to Choose and Use Children's Books about Real People, Places, and Things. Eyeopeners II. Beverly Kobrin. Viking Penguin, 1988, 1995. $10.95 paperback. More than 500 nonfiction books for children are reviewed and discussed in this book by Dr. Kobrin. Contains an idea-generating easy-to-use index by subject. Eyeopeners II 1995

Facts about the Presidents. 6th ed. Joseph Nathan Kane. Wilson, 1993. $55.00. Grades 5-8. Standard fact book about the Presidents. Part 1 is arranged in presidential order, containing information about family, election, cabinet, Vice President. Part 2 gives Comparative data.

Facts on File Dictionary of Proverbs. Rosalind Fergusson, editor. Facts on File Incorporated, 1983. $27.95. Collection of over 7,000 proverbs contains the familiar and unfamiliar drawn from over all periods and all nations; arranged alphabetically by category.

Facts on File Dictionary of Troublesome Words. rev. ed. Bill Bryson. Facts on File Incorporated, 1987. $22.50. Dictionary devoted to the troublesome words in the English language that we see constantly but are confused by when deciding on their exact definition or proper usage. Provides an authoritative guide to the more perplexing and contentious issues of standard written English.

Facts Plus: An Almanac of Essential Information. 2nd. ed. Susan C. Anthony. Instructional Resources (Anchorage), 1993. $19.95. Grades 2-8. A simple "user-friendly" student almanac of miscellaneous "essential" information written by an Anchorage teacher who needed an easy-to-use-and-read source of hard-to-find information organized by 10 broad subjects like "Time and Space," "United States," "Libraries and Books." Includes bibliography and index.

Familiar Quotations (Bartlett's). Little, 1989. $79.00. Grades 4-12. Standard collection of "passages, phrases & proverbs traced to their sources in ancient & modern literature". Authors arranged in chronological order from ancient times to present. Author and key-word indexes.

Famous First Facts. 4th ed. Joseph Nathan Kane. Wilson, 1981. $80.00. Grades 4-12. More than 9,000 firsts in America, pertaining to people and to events that have occurred in the U. S. Facts arranged alphabetically by subject with four indexes: Years, Days of the Month, Personal Names, and Geographical.

Field Guide to Animal Tracks. 2nd ed. Olaus J. Murie. Houghton, 1975 $19.95. Grades 6-10. Recognized classic on the subject. Illustrated guide describes the tracks, droppings, and marks left on bones and leaves by an army of wild animals. Includes miscellaneous information on the habits of wild creatures.

Field Guide to Prehistoric Life. David Lambert. Facts On File, 1986. $25.95. Grades 4-12. A field guide to fossil life from one-celled plants to homo sapiens. Fully illustrated with hundreds of original drawings, diagrams and maps. Index.

Field Guide to the Atmosphere. Vincent J. Schaefer. Houghton, 1983. $24.45. Grades 4-12. Pocket guide includes more than 300 photos, many in color of clouds and other atmospheric features, explained in terms understandable to the layperson.

Field Guide to Western Birds. 3rd ed. Roger Tory Peterson. Houghton, 1990. $22.45. Grades 4-12. Includes Field marks of all species found in North America west of the 100th meridian, with a section on the birds of the Hawaiian Islands.

Fieldbook of Natural History. 2nd ed. Laurence E. Palmer. McGraw-Hill, 1975. $42.95. Grades 7-12. A one-volume encyclopedia of the plant and animal kingdoms. Also includes some data on astronomy.

Fifth Book of Junior Authors and Illustrators. Wilson, 1983. $48.00. Grades 4-12. Standard tool for use with all collections for children and young adults. Biographical and autobiographical information, photos. Each successive volume indexes previous volumes plus its own entries.

First Dictionary of Cultural Literacy: What Our Children Need to Know. E.D. Hirsch, Jr. Houghton Mifflin Company, 1991. $9.95 paperback. Presents an outline of the knowledge that should be acquired by the end of 6th grade according to the Cultural Literacy Foundation in such categories as literature, religion, philosophy, history, geography, and science.

Fourth Book of Junior Authors and Illustrators. Wilson, 1978. $45.00. Grades 4-12. Standard tool for use with all collections for children and young adults. Biographical and autobiographical information, photos. Each successive volume indexes previous volumes plus its own entries.

Gardner's Art Through the Ages. 9th ed. Horst De La Croix. Harcourt, 1987 to 1991. $26.00 paperback. Grades 9-12. Vol. 1 Ancient, Medieval & Non-European Art; Vol. 2 Renaissance & Modern Art. Standard work of art appreciation for the student covering painting, sculpture, architecture and some decorative arts from prehistoric times to the present.

Goode's World Atlas. 18th ed. Epenshade, Edward Jr., editor. Rand McNally, 1989. $28.95. Grades 4-8. Includes wealth of statistical information on climate, soils, resources, industries, populations, etc. Maps of cities and their environs especially useful.

Granger's Index to Poetry. 8th ed. William F. Bernhardt, ed. Columbia University, 1986. $150.00. Grades 10-12. Indexes anthologies published through 6/30/85. Three indexes provide access to poems by title/first line, author and subject. Earlier editions should be kept--they cover anthologies that have since been omitted.

Gregg Reference Manual. William A. Sabin. 7th ed. Glencoe, 1992. $27.51; $15.00 paperback. Useful for middle school through adult as a guide to using the English language when writing.

Growing Up with Science: The Illustrated Encyclopedia of Invention. Michael Dempsey. Marshall Cavendish, 1990-94. $239.95. Set of 25 volumes in alphabetical order presenting basic scientific information on scientific topics. Uses a graduated style presented in simple to more complex text.

Guinness Book of Records. Donald McFarlan, ed. Facts on File, annual. $23.95 Grades 4-12. Lists records of all kinds, including which is the smallest fish ever caught, the most expensive wine, the greatest weight lifted by a man, the world 's longest horse race or the longest river in the world.

Hammond Atlas of the World. Hammond, 1994. $39.95; $27.95 paperback. Grades 7-12. Political and physical maps including those showing rainfall, vegetation, population, etc. Index gazetteer lists cities of the world with inset city street maps of some large cities.

Handbook of North American Indians. multivolume Smithsonian Institute. Grades 7-12. Encyclopedic, detailed "summary of what is known about the prehistory, history, and cultures of the aboriginal peoples of North America north of Mexico". An invaluable resource.

- ***Vol. 04 History of Indian, White Relations.*** Smithsonian Inst., 1988. $47.00. Grades 7-12.
- ***Vol. 05 Arctic.*** Smithsonian Institution, 1985. $29.00. Grades 4-12.
- ***Vol. 06 Subarctic.*** Smithsonian Institution, 1990. $25.00. Grades 4-12.
- ***Vol. 07 Northwest Coast.*** Smithsonian Institution, 1990. $38.00. Grades 4-12.
- ***Vol. 08 California.*** Smithsonian Institution, 1990. $25.00. Grades 4-12.
- ***Vol. 09 Southwest.*** Smithsonian Institution, 1990. $23.00. Grades 4-12.
- ***Vol. 10 Southwest.*** Smithsonian Institution, 1983. $25.00. Grades 4-12.
- ***Vol. 11 Great Basin.*** Smithsonian Institution, 1986. $27.00. Grades 4-12.
- ***Vol. 15 Northeast.*** Smithsonian Institution, 1990. $27.00. Grades 4-12.

Harper Dictionary of Contemporary Usage. 2nd ed. William Morris and Mary Morris. Harper Collins Publishers, Incorporated, 1992. $13.00. Reprint of 1977 edition. A guide to contemporary language for those who want to know how to speak and write with fluency and confidence and who are interested in words, their origins and their use.

Harper's Bible Dictionary. rev. ed. Paul J. Achtemeier, ed. Harper, 1985. $39.00. Grades 10-12. Identifies people, places and events in the Bible, defines biblical terms, and gives references, history, etc. Maps, illustrations, index.

Harvard Dictionary of Music. 2nd ed. Willi Apel. Harvard U. Press, 1969. $52.50. Grades 9-12. Restricted to musical topics and instruments; omits biographies. Designed to meet the needs of amateurs and professionals. Includes bibliographies.

History of Art for Young People. 4th ed. H.W. Janson and Anthony F. Janson. Harry N. Abrams, 1992. $35.00 A fascinating overview of human artistic development. From the cave art of our earliest ancestors and the wonders of ancient Egypt, Greece and Rome, it takes us through the Gothic and Renaissance periods into Modern Day art and architecture.

History of Art. 4th ed. Horst W. Janson. Abrams, 1991. $60.00. Grades 9-12. Standard Art history text covering the field from prehistoric cave paintings to pop art and photo realism. Chronological arrangement with some geographical subdivisions. Covers Western art primarily. Maps, chronologies, glossary, and bibliography.

Holy Bible: New King James Version. Nelson, 1982. $12.95. Grades 4-12. Replaces 17th century verb forms and second-person pronouns of the classic translation and updated archaic terms, but keeps to a conservative editorial line.

How Nature Works: One Hundred Ways Parents and Kids Can Share the Secrets of Nature. Reader's Digest Association, 1991. $24.00. Looks at the world of nature as well as shows the reader how to uncover the secret of plants and animals by employing an exciting hands-on approach.

How Science Works: One Hundred Ways Parents and Kids Can Share the Secrets of Science. Judith Hann. Reader's Digest Association, 1991. $24.00. Full-color illustrations and step-by-step instructions show exactly how to carry out each experiment and a lively text explains even the most complex scientific principles simply and clearly.

How Things Work. 1st American ed. Messner, 1983. Grades 3-8. (Also **How Things Work.** Donald J. Crump, ed. National Geographic Society, 1983. $8.95. Grades 3-8. Explains the operation of 21 devices, some as basic as the toaster, others as complex as the laser. Sharp full-color photographs and easy-to-understand explanations. Good for browsing.

Index to the Wilson Authors Series. Wilson, 1991. $15.94. Grades 9-12. Provides access to the sketches contained in the Wilson Author Series and makes it easier to locate an author whose period or nationality is unknown.

Information Please Almanac; Atlas & Yearbook. Houghton, annual. $21.95. Grades 4-12. An almanac of miscellaneous information, with a general topic arrangement and a subject index. Supplements World Almanac; each contains information not in the other.

Joy of Cooking. Irma Rombauer. Macmillan, 1985. $23.00. Grades 7-12. All-purpose cookbook containing some 4,300 recipes. Sections on entertaining, menu planning, canning, salting, smoking, freezing. Includes nutrition and calorie charts; definitions and tables.

Junior Book of Authors. 2nd ed. S.J. Kunitz, ed. Wilson, 1951. $40.00. Grades 4-12. Standard tool for use with all collections for children and young adults. Biographical information, photos. Each successive volume indexes previous volumes plus its own entries.

Junior Girl Scout Handbook. Girl Scouts of the USA. 1994. paperback. Grades 3-6.

Keepers of the Earth: Native American Stories and Environmental Activities for Children. Michael J. Caduto and Joseph Bruchac. Fulcrum, 1988. $19.95. Grades 7-12. A collection of Native American stories like "The Earth on Turtle's Back" and "How Raven Made the Tides" that uses them as the basis for class discussions and questions, indoor and outdoor learning activities, and suggestions for teaching about ecology. Includes useful illustrations and indexes.

Kingfisher Science Encyclopedia. Catherine Headlam. Larousse Kingfisher Chambers, 1993. $39.95. Grade 3+ Single volume encyclopedia presenting articles on scientific and technological topics arranged in alphabetical order.

Law Dictionary. 3rd ed. Steven H. Gifis. Barron's, 1991. $12.95 paperback. Grades 9-12. Definitions of legal terms.

Lincoln Writing Dictionary for Children. 2nd ed. Harcourt Brace & Company, 1994. $17.95. Complete 35,000 word dictionary with 700 illustrations that help teach writing as one looks up definitions, spelling and pronunciation.

Macmillan Dictionary of Quotations. Macmillan, 1989. $35.00 Compilation of more than 20,000 quotations selected for interest, relevance or wit; contains thematic and biographical entries.

Macmillan Very First Dictionary: A Magic World of Words. Macmillan, 1983. $10.95. Grades 1-3. Designed for children who are beyond picture word books but not ready for full-fledged dictionaries. More than 1500 words.

Macmillan Visual Dictionary. Multilingual ed: English, French, Spanish, German. Bowker, 1994. $60.00. Covering 600 subjects, it identifies more than 25,000 terms by the use of thousands of detailed, accurate illustrations.

Research Summaries

Research can be helpful to practicing librarians and library staff for a number of reasons. Reading about studies done in other libraries can help us make better decisions about our own library and information programs, teaching techniques and management of our collections besides providing justification for funding. Some research is reported in professional literature but additional studies can be found by searching ERIC, Library Literature, LISA and Dissertation Abstracts International databases.

Research does not have to be difficult or time-consuming. Some of the most useful "research" simply involves keeping records and observing new programs or ideas and sharing your findings with other librarians.

Colorado Study

The best known and most publicized recent research in the school library field is a study by Lance, Welborn and Hamilton-Pennell for the Colorado Department of Education in 1991-92. Usually referred to as the Colorado Study, the findings of these researchers indicate a positive coorelation between the expenditures on library media programs and academic achievement in public schools.

In assessing the impact of school library media centers on academic achievement, potential predictors were drawn from the LMC as well as its school and community contexts. All potential predictors for which data were available were considered. Following is a summary of the findings reported:

- The size of a library media center's staff and collection is the best school predictor of academic achievement. Students who score higher on norm-referenced tests tend to come from schools which have more library media staff and more books, periodicals, and videos.

- The instructional role of the library media specialist shapes the collection and, in turn, academic achievement. A library media center should be staffed by an endorsed library media specialist who is involved not only in identifying materials suitable for school curricula, but also in collaborating with teachers and others in developing curricula. These activities require that the media specialist have adequate support staff. This involvement in the instructional process helps to shape a larger--and, presumably, more appropriate--local collection. Students who score higher on norm-referenced tests tend to come from schools where this instructional role is more prominent.

- The degree of collaboration between library media specialist and teachers is affected by the ratio of teachers to pupils. Collaboration of this type depends on the availability of both media specialist and teachers to engage in this important work. Specialists who play an instructional role tend to have teacher-colleagues whose workloads also permit such collaboration.

- Library media expenditures affect LMC staff and collection size and, in turn, academic achievement. Not surprisingly, the size of the LMC collection is related to the amount of funding available for such purposes. Students who score higher on norm-referenced tests tend to come from schools which spend more on library media programs.

- Library media expenditures and staffing vary with total school expenditures and staffing. It is also little surprise that the funding and staffing levels of library media programs rise and fall along with those of other school programs.

- Among school and community predictors of academic achievement, the size of the LMC staff and collection is second only to the absence of at-risk conditions, particularly poverty and low educational attainment among adults.

This study was undertaken to answer three questions about the relationship between library media programs and academic achievement. Following are those questions and the answers based on the findings of this research:

- *Is there, in fact, a relationship between expenditures on LMCs and test performance, particularly when social and economic differences between communities and schools are controlled?* Yes. Students at schools with better funded LMCs tend to achieve higher average test scores, whether their schools and communities are rich or poor and whether adults in the community are well or poorly educated.
- *Assuming that there is a relationship between LMC expenditures and test performance, which intervening characteristics of library media programs help to explain this relationship?* The size of an LMC's total staff and the size and variety of its collection are important characteristics of library media programs which intervene between LMC expenditures and test performance. Funding is important; but, two of its specific purposes are to ensure adequate levels of staffing in relation to the school's enrollment and a local collection which offers students a large number of materials in a variety of formats.
- *Does the performance of an instructional role by library media specialists help to predict test performance?* Yes. Students whose library media specialists played such a role--either by identifying materials to be used with teacher-planned instructional units or by collaborating with teachers in planning instructional units--tend to achieve higher average test scores.

These documented answers to these questions comprise the unique contribution of this study to the research literature on the impact of school library media centers on academic achievement.

Resource Center Program

What Works: Resource Centers for Student Learning. Students in schools with well-equipped resource centers and professional teacher-librarians will perform better on achievement tests for reading comprehension and basic research skills.

What Works: Cooperative Program Planning and Teaching. Teachers with experience in cooperative program planning and teaching with a teacher-librarian have a more positive view of the role of the teacher-librarian and welcome closer collaboration.

What Works: Cooperative Program Planning and Teaching with Flexible Scheduling. The development of student competence in research and study skills is most effective when integrated with classroom instruction through cooperative program planning and team teaching (CPPT) by two equal teaching partners-the classroom teacher and the teacher-librarian.

What Works: Cooperative Program Planning and Teaching in Secondary Schools. Teacher-librarians in secondary schools are not involved in cooperative program planning and team teaching with classroom colleagues as equal teaching partners to the extent that principals, teachers and teacher-librarians themselves believe that they should be.

What Works: Information Retrieval Through On-line Searching by Secondary School Students. Students prefer information searches using computer technology to print searching even through they experience difficulty performing this form of information retrieval.

What Works: Differentiated Programming for the Gifted. Gifted and talented students in differentiated programs of resource center use make better use of a broader range of materials and make more extensive use of the resource center for school activities than those in regular programs.

Sources

Lance, Keith Curry, Lynda Welborn and Christine Hamilton-Pennell. *The Impact of School Library Media Centers on Academic Achievement.* State Library & Adult Education Office, Colorado Department of Education, 1992.

Emergency Librarian: The Magazine for School Library Professionals. Printed 5 times a year by Rockland Press. *What Works:...* is a regular column on academic research into school library practices.

Manual For Writers of Term Papers, Theses and Dissertations. 5th ed. Kate Turabian. U. of Chicago Press, 1987. $22.00. Grades 9-12 Step-by-step guide to the research paper. Includes formats for notes, bibliographies.

McGraw-Hill Encyclopedia of Science and Technology. McGraw-Hill, 1992. $1900.00. Grades 9-12. Expensive. Authoritative, well-written, clearly explained, and fully illustrated scientific-technical information. All major natural sciences and their applications.

Merck Manual of Diagnosis and Therapy. 16th ed. Robert Berkow, ed. Merck, 1992. $26.00. Grades 9-12. Provides physicians and informed lay persons with the latest research in the diagnosis and treatment of disease. Classified arrangement; revised frequently; index.

More Junior Authors. Wilson, 1963. $35.00. Grades 4-12. Standard tool for use with all collections for children and young adults. Biographical and autobiographical information, photos. Each successive volume indexes previous volumes plus its own entries.

Mythology of North America. John Bierhorst. Morrow, 1986. $13.00. Grades 7-12. Summary of major themes and characteristics of North American Indian lore considered "old, sacred, or true" by its tellers. Themes presented in 11 cultural regions (maps included) beginning with the Northwest Coast.

National Geographic Atlas of the World. National Geographical Society, 1993. $100.00. Grades 4-12. Excellent general purpose atlas with focus on the U.S. Maps are mostly political, but contain much physical and cultural information as well. Comprehensive index of 155,000 place names.

National Geographic Historical Atlas of the U.S. National Geographic Society, 1988. Grades 4-12. Excellent historical atlas of the U.S. Maps are mostly political, but contain much physical and cultural information as well.

National Geographic Index, 1888-1988. Nat. Geo. Soc., 1989. $26.95. Grades 4-12. Cumulative author, title, and subject index to the last 100 years of the National Geographic Magazine. Includes useful photographs and facts taken from issues of the magazine.

National Geographic Picture Atlas of Our Universe. Roy Gallant. National Geographic Society, 1994. Grades 7-12. Visually stunning encyclopedic atlas of the universe, profusely illustrated with photos, paintings, diagrams, maps, charts. Informative chapters on astronomical breakthroughs, and space travel.

National Geographic Picture Atlas of Our World Rev. ed. National Geographic Society, 1993. $27.50.

National Zip Code and Post Office Directory. USGPO, 1989. $16.25. Grades 7-12. Useful source not only for zip codes and post offices, but for addresses in major cities. Includes addresses, hospitals, government buildings, apartment buildings.

New Book of Knowledge. Grolier, annual. Multi-volume set. Call or write for information.

New Illustrated Dinosaur Dictionary. Helen Sattler. Lothrop, Lee & Shepard Books, 1990. $24.95. A dictionary with entries for all known dinosaurs and other animals of the Mesozoic Era as well as general topics relating to dinosaurs.

New International Wildlife Encyclopedia. Purnell, 1979. $219.50. Grades 4-12. A simple illustrated overview useful for younger students.

New Roget's Thesaurus in Dictionary Form. rev. ed. Norman Lewis. Putnam, 1986. $4.95 paperback. Grades 7-12. Each entry refers user back to a main category, within which the terms are listed by noun form, with synonyms following.

New Westminster Dictionary of the Bible. Henry S. Gehman, ed. Westminster Press, 1982. $28.00. Grades 10-12. Brief biographies of biblical characters, outlines of the books of the Bible and entries with biblical references for a variety of items found in the Bible. Conservative Protestant viewpoint.

Norton Anthology of American Literature. Vol. 1 & 2. 3rd ed. Nina Baym, ed. Norton, 1989. $35.95 each; paperback. Grades 9-12. Comprehensive collection of important works of American literature. Introductory material on each author.

Norton Anthology of English Literature, Major Authors. 5th ed. M. H. Abrams, ed. Norton, 1987. $39.95 hardcover; $35.95 paperback. Grades 9-12. Major works from Romantic to Modern periods.

Norton Anthology of Modern Poetry. 2nd ed. Richard Ellmann, ed. Norton, 1988. $39.95 paperback. Grades 9-12. Major poets writing in English from Whitman to the present. Valuable bibliography lists numerous works on modern poetry and poets.

Norton Anthology of Poetry. 3rd ed. A. Allison, ed. Norton, 1986. $29.95 paperback. Grades 9-12. Classic Collection of British and American poetry from before Chaucer to the present. Ordered chronologically with poets appearing according to their dates of birth. Indexed by poet, title, first line; includes glossary.

Notable American Women 1607-1950. vol.1-3. Harvard U. Press, 1971. $45.00 paperback only. Grades 7-12. Biographical sketches of more than 1,350 women of accomplishment. Scholarly, signed articles with bibliographies.

Occupational Outlook Handbook. USGPO, biennial. $21.95. Grades 10-12. Forecasts demand for all major occupations, including potential earnings, qualifications, working conditions, etc.

Official Boy Scout Handbook. 10th ed. Robert C. Birkby. Boy Scouts of America, 1992. $5.00 Grades 4-12. Material on scouting, badge requirements, good citizenship, etc. is presented for members, but others can benefit from information on camping, wildlife, signaling, first aid, and weather.

Oxford Book of American Verse. F. O. Mathiessen, ed. Oxford University Press, 1950. $45.00. Grades 7-12. Fifty-one American poets are arranged in this excellent anthology.

Oxford Book of Children's Verse in America. Donald Hall, ed. Oxford University Press, 1985. $29.95. Grades 4-8. Collection of representative children's verse of each historical period. Arranged chronologically by author.

Oxford Companion to American History. Thomas Herbert Johnson, ed. Oxford University Press, 1966. $49.95. Grades 9-12. Short, alphabetically arranged articles on people, events, places, social, political, and labor movements, commerce, education, law, the arts, and science.

Oxford Companion to American Literature. 6th ed. James D. Hart. Oxford University Press, 1995. Grades 9-12. In alphabetic arrangement, includes short biographies of American authors, summaries of more than 1,100 important American literary works, definitions and historical outlines of literary movements, and more.

Oxford Companion to English Literature. 5th. ed. Margaret Drabble, ed. Oxford University Press, 1985 $49.95. Grades 10-12. A newly revised version of Harvey's classic handbook covering authors, works, literary societies, history, styles, and a miscellany of related terms.

Oxford Dictionary of English Christian Names. 3rd ed. E. G. Withycombe. Oxford U. Press, 1977. $15.95. Grades 7-12. Pronunciation, meaning, and derivation of English first names, from Aaron to Wystan. Includes list of common words derived from Christian names.

Oxford Dictionary of English Etymology. Charles T. Onions, ed. Oxford University Press, 1966. $60.00. Grades 7-12. Authoritative work tracing the history of common English words back to their Indo-European roots. The most complete and reliable etymological dictionary ever published.

Oxford Dictionary of Nursery Rhymes. Iona Opie, ed. Oxford University Press, 1951. $47.50. Grades 7-12. Collection of 550 rhymes, songs, riddles arranged alphabetically by key word. Notes on each give approximate age, first appearance in print, literary and historical associations, parallels in other languages.

Prentice-Hall Encyclopedia of Mathematics. Griesbach, Ellen & Taylor, Jerry. West Prentice-Hall, 1982. $39.50. Grades 7-12. Includes 80 articles on various aspects of mathematics which provide definitions and formulas, explanation and examples, and history. Also tables of symbols, weights and measures, and logarithms.

Profiles of American Colleges. Barron's, (Regular updates) $12.95. Grades 10-12. Comprehensive guide to about 1350 U.S. colleges and universities. Especially useful to guidance counselors. Arranged alphabetically by state with index of colleges.

Raintree Illustrated Science Encyclopedia. Raintree Stech-Vaughn, 1991. 18 volumes. $470.00. Grade 3+ Reprint of 1984 edition. Set of 18 volumes presenting information on general scientific topics.

Random House Children's Encyclopedia. Rev. ed. Random, 1993. $50.00. Ready-reference encyclopedia for children ages 7-12. Revised edition includes maps and flags, updated population figures and includes the election of Bill Clinton as President of the United States. Provides an attractive way for young children to begin research.

Riverside Shakespeare. William Shakespeare. Houghton, 1974. $53.56 Grades 9-12. Rapidly becoming a standard reference work, this is aimed at the current-day reader. Has valuable introductions to the major genres, plus a general introduction.

Robert's Rules of Order. 11th rev. ed. William J. Robert. R. R. Bowker, 1990. $18.95. Standard reference for parliamentary procedure.

Robert's Rules of Order: Original 1876 Edition. Henry M. Robert. rev. by Darwin Patnode. Berkeley, 1989. $14.99. Grades 7-12. Rules for conducting meetings following parliamentary procedures updated and clarified with charts and samples.

Rule Book: The Authoritative, Up-to-date, Illustrated Guide to the Regulations, History, and Object of All Major Sports. Diagram Group. St. Martin's, 1987. $13.95 paperback. Grades 4-12. A comprehensive alphabetical guide to the 50 major competitive sports from Archery and Basketball to Volleyball and Yacht racing. Includes a short history, synopsis, and description of playing area, equipment, players, procedures, scoring, regulations, and the rules for each. Well Illustrated.

Sixth Book of Junior Authors & Illustrators. Wilson, 1989. $48.00. Grades 4-12. Standard tool for use with all collections for children and young adults. Biographical and autobiographical information, photos. Each successive volume indexes previous volumes plus its own entries.

Snowmobile Service Manual. Intertec Publishing Corporation, 1991. $24.95 Grades 9-12. Guide to snow machine repair.

State Names, Flags, Seals, Songs, Birds, Flowers,... Symbols. Shearer. Greenwood Press, 1987. $39.95 Grades 4-12. Arranged by state. Gives historical background with bibliographical references on origins and adoptions of all state symbols.

Statistical Abstract of the United States. USGPO, Annual. $60.00. Grades 7-12. Indispensable collection of statistical data selected from many statistical publications, both governmental and private. Usually gives some retrospective statistics. Classified arrangement, detailed index. Annual.

Story of America; A National Geographic Picture Atlas. John Anthony Scott. National Geographic Society, 1992. $21.95 paperback only. Grades 4-12. Story of the land that is now the continental U.S. from Paleolithic times to the Vietnam era. Numerous maps, illustrations.

Story of Philosophy. Will Durant. Simon & Schuster, 1967. $14.95 paperback. Grades 10-12. The lives and opinions of the greater [Western] philosophers, written with clarity and humor.

Student Dictionary of Biology. Peter Gray. $3.95. Grades 9-12. Definitions of terms in the life sciences. A useful feature is the listing of word roots that combine with different prefixes or suffixes.

Teacher's Treasury of Quotations. Bernard E. Farber. McFarland & Company, 1985. $39.95 The quotations in this book represent many countries cultures and periods of history. Some were included for their historical interest; others for their insight into contemporary education and today's world.

Telephone Directories of Your Local Area. Grades 4-12. Valuable tool for discovering community resources.

Third Book of Junior Authors. Wilson, 1972. $40.00. Grades 4-12. Standard tool for use with all collections for children and young adults. Biographical and autobiographical information, photos. Each successive volume indexes previous volumes plus its own entries.

Times Atlas of the World. 9th ed. Times Books, 1992. $175.00. Grades 9-12. Outstanding atlas of the world. Striking maps supplemented with informative text. Stresses economic and social as well as political aspects of each country.

Times Atlas of World History. 4th ed. Geoffrey Barraclough, ed. Hammond, 1993. $95.00. Grades 7-12. Outstanding historical atlas. Striking maps supplemented with informative text, some illustrations. Stresses economic and social history as well as political.

Trees of North America. Alan Mitchell. Facts on File, 1987. $35.00. In an accessible family-by-family, species-by-species format, more than 500 species and 250 varieties of cultivars described and illustrated.

United States Government Manual. USGPO, annual $30.00. Grades 7-12. The official organization handbook of the federal government. Main section describes the agencies of the legislative, judicial and executive branches; also independent agencies, commissions and boards.

Way Things Work. David MacCaulay. Houghton Mifflin, 1988. $29.45. Grades 3-12. An excellent illustrated guide to technology tracing the workings of hundreds of machines from levers to lasers and cars to computers. Arranged in four major parts from the mechanics of movement to electricity and automation. Includes a glossary of terms and an index to machines, inventors, and subjects

Webster's Intermediate Dictionary. Merriam, 1986. $8.96. Grades 5-6. Aimed at the young teenager, this dictionary has some 57,000 entries. Excellent section "Using your Dictionary".

Webster's New Biographical Dictionary. Merriam, 1995. Grades 4-12. International in scope, contains information on more than 30,000 men and women of all historical eras and fields of endeavor. Birth and death dates, major accomplishments, influence of each person.

Webster's New Dictionary of Synonyms. Phillip P. Gore. Merriam, 1984. $19.95. Grades 7-12. Discriminates groups of similar words and provides illustrative quotes. Alphabetically arranged with numerous cross-references.

Webster's New Geographical Dictionary. Merriam, 1988. $24.95. Grades 7-12. Pronouncing dictionary of more than 47,000 geographical names, including not only current but also historical names from biblical times, ancient Greece and Rome. Also gazetteer information, brief histories.

Webster's Ninth New Collegiate Dictionary. 9th ed. Frederick C. Mish, ed. Merriam, 1986. $14.36. Grades 7-12. Definitions list meanings of words in historical order. Useful appendices include: Foreign Words and Phrases, Biographical Names, Geographical Names, Colleges and Universities, and a style handbook.

Webster's Third New International Dictionary of the English Language. Merriam, 1986. $99.95. Grades 7-12. The largest and most prestigious dictionary published in the U. S. Covers English language in use since 1755. The most reliable, comprehensive and up-to-date unabridged dictionary.

What's What: A Visual Glossary of the Physical World. Reginald Bragonier. Smithmark, 1994. $15.95. Grades 3-12. Drawings or photographs of hundreds of common objects identify their visible parts (and sometimes more), and an extensive index gives excellent access.

Words from the Myths. Isaac Asimov. Houghton Mifflin, 1961. $14.95. Grades 7-12. Informal retelling and discussion of the myths to point out the scores of words rooted in mythology and explain their English usage. For browsing and reference.

World Almanac and Book of Facts. World Almanac. annual. $19.95. Grades 4-12. Contains much statistical information for current and preceding years, important events of the year, associations and societies, many other items. Strong on consumer economics and TV.

World Authors 1970-1975. H.W. Wilson, 1980. $80.00.

World Authors 1980-1985. H.W. Wilson, 1991. $82.00.

World Authors 19975-1980. H.W. Wilson, 1985. $82.00.

World Authors; 1950-1970. John Wakeman, ed. Wilson, 1975. $95.00. Grades 10-12. Covers 959 "authors who came into prominence between 1950 and 1970". Biographical information, critical comment, dates, photos, bibliographies for each author. Also ***World Authors; 1970-1975*** ($80.00); ***World Authors 1975-1980*** ($82.00) and ***World Authors; 1980-1985*** ($82.00).

World Book Dictionary. 2nd ed. Clearance L. Barnhart, ed. World Book-Childcraft, 1993. about $100. Grades 4-12. Designed to complement World Book Encyclopedia. Defines all words and acronyms used in Encyclopedia, but excludes biographical and geographical information. Quite comprehensive coverage of vocabulary of present-day English.

World Book Encyclopedia. Field Enterprise, annual. $500+ Grades 4-12. Clear, concise, factual, easy-to-read articles of interest to students and adults. Study guides, outlines, questions, and bibliographies frequently included with major articles. Good index, also separate map index [Also available on disc.]

World Factbook. U.S. Government Printing office, CIA, annual. $32.00. Grades 7-12. Treats the following topics for each country in the world: land, people, government, economy, communication, defense forces. Small map in each entry refers to the twelve large maps of various parts of the world at the end of the book.

Worldmark Encyclopedia of the Nations. 5 vols. 8th ed. R.R. Bowker, 1995.

Safety Checklist

Children and teachers are at risk in schools when safety basics are overlooked in the use of audiovisual equipment. The following "Safety Checklist" and "Safety In-Service Outline" may be helpful in encouraging good practice in the use of potentially dangerous equipment.[1]

SAFETY CHECKLIST

IMC CHECKLIST
Building ______________
Date of Check ______________
Rooms ______________
____
____
Checked by ______________

S - Satisfactory
U - Unsatisfactory

	S	U	NOTE
1. Safety stickers on TV carts. TV sets fastened to carts.	☐	☐	______________
2. Safety rules posted on clearly written, clean signs.	☐	☐	______________
3. Fire exit routes are posted.	☐	☐	______________
4. Fire extinguishers are of proper type, adequately supplied, properly located, and maintained.	☐	☐	______________
5. Danger areas posted and properly indicated. Items that become hot when in use have warning signs. Batteries stored properly.	☐	☐	______________
6. Equipment arranged, stored to conform to good safety practices.	☐	☐	______________
7. Separate, special area designated for damaged equipment.	☐	☐	______________
8. No extension cords being used.	☐	☐	______________
9. Every outlet meets all safety standards.	☐	☐	______________
10. Cords which must be exposed are covered by a rubber strip, or taped down.	☐	☐	______________
11. Pathways or aisles are not obstructed.	☐	☐	______________
12. Tools, cleaning solvents and materials properly stored.	☐	☐	______________
13. Counter tops and floors neat, waste-free and uncluttered.	☐	☐	______________
14. Work tables clean and clear of unnecessary material.	☐	☐	______________
15. Cabinet tops clear of objects that might fall.	☐	☐	______________
16. Safety guards on all paper cutters.	☐	☐	______________

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[1] From Whiting, Ralph. *Safety in the Library Media Program: A Handbook.* Wisconsin Educational Media Association, 1987. pp. 28-29. Reprinted with permission.

SAFETY IN-SERVICE OUTLINE

I. Explain the need

A. Share examples of local incidents, and state that students and teachers have been killed by AV equipment.
B. Stress the serious nature of the in-service but don't use scare tactics.

II. Select most commonly used pieces of equipment and demonstrate proper use

A. Electrical situations and extension cords - PLUGS!
B. TVs and carts - use transparencies.

III. Explain what to do when they come across defective equipment

A. Show where to store damaged equipment.
B. Explain tagging procedure - use a transparency of your building's form, provide them with a form to look at as you demonstrate.

IV. Explain your building's system for maintenance/safety

A. Enlist everyone's aid in developing a safe environment.
B. Administrative support is essential!
C. Ask for reports from their classroom - make it a quick process, perhaps they could leave the in-service at this point with their "report card" and report back immediately.
Distribute a classroom checklist before the meeting.
Ask them to bring the lists to the in-service.
Provide some type of reward for returning checklists - a ticket for a free cup of coffee (donated by a local merchant) or a special transparency or special service from the media center.

V. Remind staff that accidents happen most often in busy times

Encourage them to plan ahead. Teach by model and example.

NOTES:

1. Schedule a time when teachers are fresh.

2. If there is a large number of teachers in your building, consider training by grade level or department.

3. Student AV aides must go through a thorough training. Teachers may have had some basic training in college AV courses, but need reminders.

Schedules

There are different ways to schedule library time. Flexible scheduling is recommended by *Information Power,* and by most librarians. Flexible scheduling is not always possible, because of administrative or district decisions. Frequently, the library period is seen as a method of providing needed planning time for other teachers. The very real values of a media center which can meet the educational needs of a increasingly sophisticated information-based program in the schools need to be explained to the decision makers in every district.

Scheduling Options1

- Flexible Scheduling--Allows for students to use the library when needed by individuals, groups, and classes through mutual planning by the librarian and the classroom teacher to integrate information skills and literature into classroom curriculum.

- Fixed Scheduling--Classes are assigned at a regular time each week. Often this is the teachers planning period.

- Block Time Scheduling--Classes reserve a block of time for library use when they are working on a specific assignment. Teachers should accompany the class to the library and be available for assistance along with the librarian.

- Open Scheduling--Classes have no scheduled time. Individual students and classes are allowed to come to the library or be sent when they need to use library resources.

Findings from the Irving TX Independent School District after one year of Flexible Access:2

- "Flexible access" is beneficial to the learner; it encourages development of students information-gathering skills, an appreciation of literature, and activities to foster lifelong reading and library usage.
- What is taught and learned in the library must not be separate from what is taught and learned in the classroom. One must be in sync with the other.
- Multiple activities can successfully co-exist in the library, and more than one grade level or class can access resources simultaneously.
- Flexible access results in no less control by the librarian. Instead (and in some cases for the first time), the librarian has become a full-fledged, integral part of the teaching and learning process, playing an essential role in curriculum planning.
- Flexible access helps create students who are excited about learning and are able and eager to complete research projects.
- Even kindergartners and first graders can find their way to the library and independently check out their own books.
- A library under siege by learners has a higher noise level, is not always in perfect order, and contains some worn out resources. But, such a library is also providing an environment for learning as we have never before witnessed.

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1 From Stein, Barbara and Rissa Brown. Running a School Library Media Center. New York: Neal-Schuman, 1992. p10.
2 Lankford, Mary D. "Flexible Access; Foundation for Student Achievement" *School Library Journal.* August, 1994. pp. 21-23.

- Flexible access gives full visibility to the creative capabilities of librarians. The role of the librarian as teacher, organizer, leader, resource specialist, reading consultant, and curriculum wizard becomes obvious through planning sessions with teachers and other new responsibilities.

Steps to Making the Move to Flexible Scheduling3

- Adjust your cuarrent lessons
- Be knowledgeable about all of the curriculum
- Support your administration and/or faculty's endeavor to make changes in instruction and teaching strategies
- Start with one grade or, even better, one unit of study and build
- Keep flexibility in the forefront
- The Library Media Specialist's position on the faculty changes

Recommended Reading on Flexible Scheduling4

- AASL *Quick Notes 1.* " Focus on Flexible Scheduling" n.d.
- Buchanan, Jan. *Flexible Access Library Media Programs.* Englewood, CO: Libraries Unlimited, 1991.
- Doborot, Nancy L., and Rosemary McCawley. *Beyond Flexible Scheduling: A Workshop Guide.* Castle Rock, CO: Hi Willow Research and Publishing, 1992.
- Kroeker, Lois Hokanson. "Behind Schedule: A Survey of West Texas Schools," *School Library Journal*, December, 1989. pp. 24-28.
- Loertscher, David V. *Taxonomies of the School Library Media Program.* Englewood, CO: Libraries Unlimited, 1988.
- Ohlrich, Karen Browne. "Flexible Scheduling: The Dream vs. Reality," *School Library Journal*, May, 1992. pp. 35-38.

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3 Browne, Karen Stevens. "Making the Move to Flexible Scheduling--Six Stepping Stones" *School Library Media Activities Monthly.* September, 1991. pp. 28-29.
4 Lankford, Mary D. "Flexible Access; Foundation for Student Achievement" *School Library Journal.* August, 1994. p. 23.

School Districts and Libraries

School districts are listed alphabetically with district schools, enrollment (fall 1994), address, telephone number and librarian or library aide. Cities are noted in brackets when necessary for clarity.

1. Alaska Gateway Schools (525)

School (enrollment) librarian or aide	*telephone*
Alcan Border (8) [Tok, AK]	774-2247
Dot Lake School (22)	882-2663
Eagle Community School (39)	547-2210
Mentasta Lake School (34)	291-2327
Tanacross School (20)	883-4391
Tetlin School (36)	324-2104
Tok School (238)	
Patrick Hunt, Librarian	883-5161
*Walter Northway Sch (93) [Northway]	
Christina Worker, Libn	778-2287

2. Aleutian Region School District (22)

School (enrollment) librarian or aide	*telephone*
Atka School (18)	839-2210

3. Aleutians East Borough Sch.Dist.(446)

School (enrollment) librarian or aide	*telephone*
Akutan School (22)	698-2216
Cold Bay School (32)	532-2409
False Pass School (24)	548-2224
*King Cove School (190)	497-2354
Nelson Lagoon Sch (10) [Cold Bay]	989-2228
*Sand Point School (168)	383-2393

4. Anchorage School District (47,340)

Robert Penzenik, AV Services
Ruth Jean Shaw, Library Resources

School (enrollment) librarian or aide	*telephone*
Abbott Loop Elementary (547)	
Jane Meacham, Libn	349-6471
Airport Heights Elementary (364)	
Paula Bowlby, Libn	272-7506
Aurora Elem Sch (554) [Elmendorf AFB]	
Lois Tilson, Libn	753-6223
Avail (63)	
Bartlett High School (1,639)	
Ellen McKelvey, Libn	337-1585
Baxter Elementary School (532)	
Ruth Cukurs, Libn	333-6559
Bayshore Elementary School (689)	
Audrey Jorgenson, Libn	349-1514
Julie Graham, Libn	
Bear Valley Elementary School (569)	
Laura Rohde, Libn	345-2625
Benny Benson/SAVE (296)	
Benny Benson/SEARCH (99)	
Birchwood Elem Sch (370) [Eagle River]	
Carol Munk, Libn	688-2549
Campbell Elementary School (435)	
Florence Kirkpatrick, Libn	349-4402
Central ABC Jr. High School (683)	
Jan Thompson, Libn	272-2581
Chester Valley Elementary School (380)	
Becky Faulkner, Libn	337-9502
Chinook Elementary School (626)	
Diane Binns, Libn	243-2166
Chugach Elementary School (253)	
Eleanor Putnam, Libn	279-1531
Chugiak Elem Sch (626) [Chugiak]	
Irene Craine, Libn	688-2111
Chugiak Senior HS (1,757) [Eagle River]	
Lora Nita Parsons, Libn	696-9600
College Gate Elementary School (463)	
Nina Prockish, Libn	333-5534
Creekside Park Elementary School (423)	
Phil Gordon, Libn	337-9504
Crossroads (16)	
Denali Fundamental School (526)	
Sally Long, Libn	279-3519
Dimond High School Library (2,017)	
Julianna Armstrong, Libn	243-1141
Eagle River Elem Sch (691) [Eagle River]	
Kathleen Schmidtman, Libn	694-2225
East Benson High School (2,064)	
Doris Benson, Libn	263-1297
Fairview Elementary School (393)	
Lillian Jackstat, Libn	279-0671
Fire Lake Elem Sch (610) [Eagle River]	
Sherry Girard, Libn	696-0064
Girdwood Elem. School (163)[Girdwood]	
Sharon Hext, Libn	783-2313
Gladys Wood Elementary School (564)	
Sue Hagedorn, Libn	243-2347
Government Hill Elem Sch (329)	
Sherry Anderson, Libn	277-4223
Gruening Middle Sch (1,049) [Eagle River]	
MaryJo Iaguli, Libn	694-5554
Hanshew Junior High School (1,331)	
Carol Todd, Libn	349-1561
Homestead Elem Sch (576) [Eagle River]	
Chuck Woodfin, Libn	694-2121

*Combined School - Public Library

School (enrollment)	*librarian or aide*	*telephone*
Huffman Elementary School (561)	Jackie Osborne, Libn	345-3707
Inlet View Elementary School (300)	Mary Jo Lagulli, Libn	277-7681
Jane Mears Junior High School (1,145)	Mickey Templin, Libn	349-3332
Jesse Lee Home (22)		
John F. Kennedy Elem Sch (298)[Fr. Richardson]	Patricia Cummiskey, Libn	428-1355
Klatt Elementary School (637)	Lynn Hallquist, Libn	522-1080
Lake Otis Elementary School (698)	Sondra Boudreaux, Libn	277-3536
Maplewood Group Home (14)		
McLaughlin Youth Center (117)	Kimberly Clemens, Libn	561-1433
Mt. Illiamna Preschool Spec Ed. (162) [Elmendorf AFB]		
Mt. Spurr Elem. Sch. (393)[Elmendorf AFB]	Peggy Luce, Libn	553-9225
Mt. View Elementary School (577)	Rose Lee Ritter, Libn	272-9455
Muldoon Elementary School (411)	Karla Josephson, Libn	337-9591
North Star Elementary School (538)	Wanda Hounchell, Libn	278-4541
Northern Lights ABC Elem (329)	Lauri Packebush, Libn	277-2439
Northwood Elementary School (593)	Linda Masterson, Libn	248-0100
Nunaka Valley Elementary School (375)	Sheila Cary, Libn	333-6511
O'Malley Elementary School (628)	Priscilla K. Jensen, Libn	346-2323
Ocean View Elementary School (437)	Sue Dover, Libn	349-4608
Ora Dee Clark Junior High School (802)	Constance Wiget, Libn	277-4581
Orion Elem Sch (511) [Elmendorf AFB]	Anna Mae Hogan, Libn	753-2151
Providence Heights School (15)		
Ptarmigan Elementary School (411)	Roxann Miles, Libn	337-9589
Rabbit Creek Elementary School (513)	Sara Martin, Libn	345-4428
Ravenwood Elem Sch (619) [Eagle River]	Janet Moore, Libn	694-7358
Rogers Park Elementary School (550)	Cynthia Seater, Libn	272-9503
Romig Junior High School (776)	Carol Camps, Libn	274-0541
Russian Jack Elementary School (445)	Mary Kathy Haldane, Libn	337-2525
Sand Lake Elementary School (771)	Dottie Epps, Libn	243-2161
SAVE (198)		
Scenic Park Elementary School (616)	Barbara Friese, Libn	337-1571
Service High School (2,187)	Carol Pryor, Libn	344-2111
Springhill Elementary School (652)	Charlotte Pendleton, Libn	344-1242
Steller High School (290)	Barbara Butler, Libn	279-2541
Susitna Elementary School (631)	Faith Johnson, Libn	337-1583
Taku Elementary School (413)	Rae Gordeane Lane, Libn	349-4453
Tudor Elementary School (660)	Judy Kern, Libn	563-3638
Turnagain Elementary School (718)	Judy Lind, Libn	243-3226
Ursa Major Elem Sch (395) [Fort Richardson]	Shirley Ireton, Libn	428-1383
Ursa Minor Elem Sch (288) [Fort Richardson]	Cathy Brandt, Libn	428-1311
Wendler Junior High School (1,082)	Ruth Mathes, Libn	277-3591
West High School (1,405)	Phil Kline, Libn	274-2502
Willard L. Bowman Elem (785)		345-8110
Williwaw Elementary School (456)	Kathy Wright, Libn	337-1581
Willow Crest Elementary School (551)	Joyce Lund, Libn	562-2415
Wonder Park Elementary School (461)	M.Simmons-Holbrook,Libn	337-1569

5. Annette Island Schools (388)

Peter Rowe, District Librarian 886-6332

School (enrollment)	*librarian or aide*	*telephone*
Metlakatla Elem. Sch. (280)[Metlakatla]	Robert Holt, Aide	886-4121
Metlakatla High School (108)[Metlakatla]	Peter Rowe, Librarian	886-6000

6. Bering Strait Schools (1,628)

Roz Goodman, District Librarian 624-3611

School (enrollment)	*librarian or aide*	*telephone*
Aniguiin School (100) [Elim]	Emily Murray, Media Clerk	890-3031
Anthony A. Andrews Sch. (118)[St. Michael]		923-3041
Brevig Mission School (84)	Diane Crockett	642-4021
Diomede School (62)	Valerie Ozenna, Media Clerk	686-3021
Gambell School (181)	Mabeline Kaningok,Media Clerk	985-5229
Hogarth Kingeekuk Sr. Mem. HS (129)[Savoonga]	Rosemary Akeye, Aide	984-6811
James C. Isabell School (90) [Teller]	Lillian Weyanna, Media Clerk	642-3041
Koyuk-Malemute School (85)	Maggie Otton, Aude	963-3021
Martin L. Olson School (46) [Golovin]	Eleanor Amaktoolik, Media Clerk	779-3021

School (enrollment) *librarian or aide*	*telephone*
Shaktoolik School (68)	955-3021
Thonda Asicksik, Media Clerk	
Shishmaref School (193)	649-3021
Bill Nayokpak, Media Clerk	
Tukurngailnguq School (147) [Stebbins]	934-3041
Unalakleet Schools (220)	624-3444
Lucia Ivanoff, Media Clerk	
Wales-Kingikmiut School (52)	664-3021
Michelle Ongtowasruk, Media Clerk	
White Mountain School (53)	638-3021
David Ferkinoff, Lib Aide	

7. Bristol Bay Borough Schools (320)

Tiki Levinson, District Media Specialist	
Bristol Bay Cons High School (111) [Naknek]	246-4265
Naknek Elementary School (190)	246-4265
South Naknek Elementary School (19)	246-6527

8. Chatham Schools (336)

Angoon School (170)	
Betty Ann Samaro, Libn	788-3262
Cube Cove School (29) [Juneau]	799-2244
Elfin Cove School (11)	239-2226
Gustavus School (85)	697-2248
Lynne Jensen & Kim Cozby, Aides	
Hobart Bay School (8) [Juneau]	673-2284
Klukwan School (24) [Haines]	767-5551
Tenakee Springs School (9)	736-2204

9. Chugach Schools (136)

*Chenega Bay Community School (28)	573-5123
Chugach Extension Correspondence (17) [Valdez]	561-3666
Icy Bay School (5) [Cordova]	424-3933
Tatitlek Community School (37)	325-2252
Two Moon Bay Community School (5) [Cordova]	835-3827
Whittier Community School (44)	472-2575
Gerda Weeeamire, Libn	

10. Copper River Schools (600)

Chistochina School (15) [Gakona]	822-3854
Copper Center School (78)	822-3394
Copper-River Correspondence (38) [Glennallen]	822-3234
Gakona Elementary School (23)	822-3241
Glennallen Elementary School (128)	822-3232
Glennallen High School (179)	
Nancy Richwine, Media Sp.	822-5044
Kenny Lake Elementary School (62) [Copper Center]	822-3153
Kenny Lake High School (47) [Copper Center]	822-3870
Lottie Sparks Elementary School (6) [Glennallen]	822-5854
Slana School (24)	822-5868

School (enrollment) *librarian or aide*	*telephone*

11. Cordova City Schools (504)

Cordova Jr/Sr High School (198)	424-3266
Joan Songer, Aide	
Mount Eccles Elementary School (306) [Cordova]	424-3236

12. Craig City Schools (367)

Marlene Shepard, Library Aide	
Craig Elementary School (226)	826-3274
Craig High School (141)	826-3274

13. Delta/Greely Schools (1,041)

Delta Greely Correspondence (58) Delta Junction	895-4658
Delta Junction Elementary (317)	895-4696
Delta Junction High School (268)	
Mary Leith Dowling, Libn	895-4696
Fort Greely Elementary (239)[Delta J]	869-3105
Fort Greely Junior High (150)[Delta J]	896-3105
Steve McCombs, Lib Media Dir.	
*Healy Lake School (9) [Delta Junct]	895-4658

14. Denali Borough School District (373)

Anderson School (117) [Anderson]	
Kate Mueller, Librarian	582-2700
*Cantwell School (25)	
Raeann Caress, Libn.	768-2372
Denali Correspondence (3) [Healy]	683-2278
Tri-Valley School (228) [Healy]	
Judy Engleman, Libn.	683-2267

15. Dillingham City Schools (484)

Dillingham Elementary School (266)	842-5642
Dillingham Middle/High School (218)	
Phyllis Wahl, Libn	842-5221

16. Fairbanks North Star Borough Schools (15,864)

Ron Martin, District Library Media Services	
Anderson Elementary (463)[Eielson]	372-2176
Gail Tilton, Lib.Med .Asst.	
Arctic Light Elementary (662) [Ft. Wainwright]	356-2038
Badger Road Elementary (487)	488-0134
Maureen Booth, Librarian, Lib.Med .Asst.	
Barnette Elementary (501)	456-6072
Beverly Brigham, Lib.Med .Asst.	
Ben Eilson High Sch. (586)[Eielson]	372-4265
Lee Harris, Librarian	
Denali Elementary (488)	452-2456
Audrey Colette, Librarian, Lib.Med .Asst.	
Fairbanks Correspondence (583)	
Howard Luke Alternative H.S. (144)	474-0958
Hunter Elementary (390)	465-5775
Angeline Simien, Lib.Med .Asst.	
Joy Elementary School (678)	456-5469
Susan Nachtigal, Lib.Med .Asst.	

*Combined School - Public Library

School (enrollment) *librarian or aide*	*telephone*
Ladd Elementary (639)	451-1700
Ann McCann, Lib.Med .Asst.	
Lathrop High School (1,444)	456-7794
Naomi King, Librarian	
Nordale Elementary (396)	452-2696
Sandi Lasater, Lib.Med .Asst.	
North Pole Elem. (527) [North Pole]	488-2286
Marit Gustafson, Lib.Med .Asst.	
North Pole H.S. (813) [North Pole]	488-3761
David Chamberlin, Librarian	
North Pole Mid. Sch.(826)[North Pole]	488-2271
Candace Ahiers, Librarian)	
Pearl Creek Elementary (599)	479-4234
Janet Fortune, Lib.Med .Asst.	
Pennell Elementary (275) [Eielson]	372-3246
Lynne Campbell, Lib.Med .Asst.	
Ryan Middle School (729)	452-4752
Kathy Holladay, Librarian	
Salcha Elementary (75)	488-3267
Arlene Cavanaugh, Lib.Med .Asst.	
Tanana Junior High School (801)	452-8145
William Ingraham, Librarian	
Taylor Elementary (229)[Eielson]	372-2275
Bonnie Hinkle, Librarian	
Ticasuk Brown Elementary (539)	488-3200
Shannon Gackstetter, Lib.Med .Asst.	
Two Rivers Elementary Library (125)	488-6616
Marie Plumlee, Lib.Med .Asst.	
University Park Elementary (646)	479-6963
Sandy Haggstrom, Lib.Med .Asst.	
Jane Moehlin, Lib.Med .Asst.	
Weller Elementary (666)	457-1629
Judith Redmond, Librarian	
West Valley High School (894)	479-4221
Karen Baillon, Librarian	
Woodriver Elementary (599)	479-4211
Maryellen Paull, Lib.Med .Asst.	
17. Galena City School District (152)	
Galena Elementary School (123)	656-1205
Galena High School (29)	656-1205
18. Haines Borough School Dist. (400)	
Haines Correspondence (7)	766-2411
Haines Elementary School (177)	
Jeanne Kitayama, Media Ctr.	766-2811
Haines High School (119)	
Lyle Huff, Libn	766-2411
Haines Junior High School (82)	766-2811
Mosquito Lake Elementary (15)	767-5527
19. Hoonah City Schools (266)	
Chris Greenwald, Librarian	
Hoonah Elementary School (154)	945-3614
Hoonah High School (112)	945-3613

School (enrollment) *librarian or aide*	*telephone*
20. Hydaburg City Schools (109)	
Frances Natkong, Aide	
Hydaburg Elementary School (67)	285-3491
Hydaburg Jr./Sr. High School (42)	285-3591
21. Iditarod Area Schools (398)	
Blackwell School (25) [Anvik]	663-6348
David-Louis Memorial School (67) [Grayling]	453-5135
*Holy Cross School (73)	476-7131
Innoko River School (43) [Shageluk]	473-8233
Lime Village School (8) [Lime Village-McGrath]	526-5112
McGrath School (139)	524-3388
Minchumina Community School (8) [Lake Minchumina]	674-3214
Takotna School (13)	298-2115
Telida School (6) [Telida-McGrath]	843-8211
Top of the Kuskokwim School (16) [Nikolai]	293-2427
22. Juneau Borough Schools (5,408)	
Auke Bay Elementary School (543)	
Beth Wilson, Libn	463-1775
Floyd Dryden Middle School (744)	
Marilyn Clark, Libn	463-1850
Gastineau Elementary School (388)	
Phyllis Davis, Libn	463-1999
Glacier Valley Elementary Sch (586)	
Pat McLearn, Libn	463-1800
Harborview Elementary Sch (685)	
Mary Jean Luebbers, Libn.	463-1875
Juneau Douglas High School (1,406)	
Ann Symons, Libn.	463-1900
Marie Drake Middle School (523)	
Laila Tedford, Libn.	463-1899
Mendenhall River School (533)	
Mary Tonkovich, Libn.	463-1799
23. Kake City Schools (175)	
Kake Elementary School (96)	785-3291
Kake High School (79)	785-3731
24. Kashunamiut School District (209)	
Joan Ulroan, Library Aide	
Chevak School (209) [Chevak]	858-7712
25. Kenai Peninsula Borough Schools (9,918)	
Kari Mohn, District Media Coordinator	
Alternative School/Bilingual (65) [Soldotna]	262-6315
Bartlett School (38) [Tyonek]	583-2291
Beluga Elementary Sch.(8) [Soldotna]	262-6315
Chapman Elementary School (231) Anchor Point	235-8671
Cooper Landing School (49)	595-1244

*Combined School - Public Library

School (enrollment) *librarian or aide*	*telephone*
Homer Flex School (26) [Soldotna]	235-5558
Homer Intermediate School (279)	
Carolyn Maslow, Libn	235-5660
Homer Junior High School (220)	
Jeanne Holsone, Libn	235-5291
Homer Senior High School (440)	
Patricia May, Libn.	235-8186
Hope Elementary School (31) [Hope]	782-3202
Kachemak Selo (65) [Homer]	235-5552
Kalifornsky Beach Elementary (467) [Soldotna]	
Trena Richardson, Media Co	262-1463
Kenai Alternative School (20) [Soldotna]	283-7844
Kenai Central High School (432)	
Margaret Simon, Libn.	283-7524
Kenai Middle School (389)	
Kathy Heus, Libn.	283-4896
McNeil Canyon Elementary (183) [Homer]	
Phyllis Cooper, Libn.	235-8181
Moose Pass School (34) [Moose Pass]	288-3183
Mt. View Elementary School (450) [Kenai]	
Mary Estes, Libn.	283-6148
Nanwalek School (46) [Nanwalek]	281-2210
Nikiski Elementary School (313)	
Denise Cox, Libn.	776-8533
Nikiski Jr./Sr. High School (509)	
Lynn McNamara, Libn.	776-3456
Nikolaevsk School (162)[Anchor Pt.]	
Pat Chitty, Libn.	235-8972
Ninilchik Elementary/H.S. (196)	
Judith Cox, Libn.	567-3301
North Star Elementary (304)[Nikiski]	
Lesley Weatherman, Libn.	776-5575
Paul Banks Elementary School (332) [Homer]	
Phyllis Cooper, Libn.	235-8161
Port Graham School(38)[Port Graham]	284-2210
Razdolna Elementary (36) [Homer]	235-6870
Redoubt Elementary School (405) [Soldotna]	
Susie Parker Franklin, Libn.	262-9006
Sears Elementary (442) [Kenai]	
Sheila DeVolld, Libn.	283-4826
Seward Elementary School (480)	
Daphne Honn, Libn.	224-3356
Seward High School (373)	
Shaaaaron Witing, Libn.	224-3351
Skyview High School (568)[Soldotna]	
Carol Dallman, Libn.	262-7675
Soldotna Elementary (452)	
Kari Mohn, Libn.	262-4919
Soldotna High School (432)	
Kelly Smith, Libn.	262-7411
Soldotna Junior High School (577)	
Terry Myrick, Libn.	262-4344
Sterling Elementary School (351)	
Vicki Johnston-Freese, Libn	262-4944
Susan B. English (96) [Seldovia]	
Honeybee Brun, Libn.	234-7616
*Tustumena Elementary School (276)	
[Kasilof]	262-4844

School (enrollment) *librarian or aide*	*telephone*
Voznesenka Elementary School (103)	
[Soldotna]	235-8549

26. Ketchikan Gateway Borough Schools (2,886)

Houghtaling Elementary School (548)	
Sherry Hewitt, Libn.	225-4128
Ketchikan Correspondence (113)	225-6226
Ketchikan High School (727)	
Judy Arteaga, Libn.	225-9815
Port Higgins Elementary (346)	
Helen Lashua, Libn.	247-1500
Revilla High School (68) [Ketchikan]	225-6681
Schoenbar Jr. High School (465)	
Alan Burbank, Libn.	225-5138
Valley Park School Elementary (283)	
Susan Valentine, Libn.	225-5720
White Cliff Elementary School (336)	225-4741

27. Klawock City Schools (202)

Linda Maurer, Librarian

Klawock Elementary School (111)	755-2220
Klawock Jr./Sr. High School (91)	755-2220

28. Kodiak Island Borough Schools (2,819)

Akhiok School (32) [Akhiok]	836-2223
Big Sandy Lake School (12)[Kodiak]	381-2033
Chiniak Community School (35)	
[Chiniak]	486-8323
Danger Bay School (21) [Kodiak]	379-1125
East Elementary School (498)[Kodiak]	
Marjorie Thera, Libn	486-9215
Karluk School (14) [Karluk]	241-2217
Kodiak High School (720) Jane Erlandson, Libn	486-9212
Kodiak Island Correspondence (88)	486-9251
Kodiak Junior High School (542)	
Marjorie Thera, Libn	486-9213
Larsen Bay School (24) [Larsen Bay]	847-2252
Main Elementary School (347)	
Marjorie Thera, Libn	486-9239
Old Harbor School (92) [Old Harbor]	286-2213
Ouzinkie School (42) [Ouzinkie]	680-2204
Peterson Elementary School (358)	
Marjorie Thera, Libn	487-2125
Port Lions School (65) [Port Lions]	
Cookie Nelson, Aide	454-2237

29. Kuspuk Schools (443)

Aniak High School (68) [Aniak]	
Gwendolyn Brok, Libn	675-4330
Auntie Mary Nicoli Elem (98) [Aniak]	
Gwendolyn P. Brock, Libn	675-4363
Crow Village Sam School (35)	
[Chauthbaluk]	467-2126

***Combined School - Public Library**

School (enrollment) *librarian or aide*	*telephone*
George Morgan Sr. High Schol (58) [Lower Kalskag]	471-2288
George Willis Sch (26) [Red Devil]	447-3213
Gusty Michael Sch(15) [Stony River]	537-3226
Joe Parent Regional VE Center (0) [Aniak]	675-4339
Johnnie John Sr. Sch (32) [Crooked Creek]	432-2205
Joseph & Olinga Gregory Sch (38) [Kalskag]	471-2289
Sleetmute School (22) [Sleetmute]	449-4216
Zackar Levi Sch (51)[Lower Kalskag]	471-2318

30. Lake and Peninsula Schools (587)

Bill Powers, District Librarian	*246-4280*
Chignik Bay School (46) Teressa Draper, Aide	749-2213
Chignik Lagoon School (29)	840-2210
Chignik Lake School (67) Verna Constantine, Aide	845-2210
Egegik School (29)	233-2210
Igiugig School (10)	533-3220
Ivanof Bay School (11)	669-2210
Kokhanok School (56) Nancy Wassillie, Aide	282-2210
Lake & Peninsula Corespondence (3)	246-4280
Levelock School (29)	287-3060
Newhalen School (95) [Iliamna] Funa Hornberger, Aide	571-1211
Nondalton School (75) Julia DelKittie, Aide	294-2210
Pedro Bay School (Dena'ina) (19)	850-2207
Perryville School (38) Sally Yagie, Aide	853-2210
Pilot Point School (23)	797-2210
Port Alsworth School (15)	781-2210
Port Heiden Sch (Meshik) (42) Melinda Poindexter, Aide	837-2210

31. Lower Kuskokwim Schools (3,185)

Joyce Slagle, District Librarian	*543-4880*
Akiuk Memorial (75) [Kasigluk]	477-6829
Akula Elitnaurvik Sch (79) [Kasigluk] Charlie Isaac, Libn	477-6615
Anna Tobeluk Memorial School (119) [Nunapitchuk]	527-5325
Arviq School (10) [Platinum]	979-8111
Ayaprun School (94) [Newtok]	237-2126
Bethel-Kilbuck Elementary (516) Allan Wintersteen, Libn	543-4440
Bethel-Mikelnguut Elitnaurviat (232)	543-2845
Bethel Regional High School (373) Bruce L. Wegner, Libn	543-3957
Bethel Youth Facility (13)	543-4800
Chaptnguak Sch (105)[Cheformak] Lilly Wassillie	867-8700
Dick R. Kiunya Memorial School (113) [Kongiganak]	537-5126
Eek School (74) [Eek]	536-5229
Joann Alexie Memorial School (84) [Atmautluak]	553-5129
Kipnuk School (176) [Kipnuk] Loretta Carl, Aide	896-5011
Kuinerrarmiut Elitnaurviat (160) [Quinhagak]	556-8628
Kwethluk Community Sch (168) [Kwethluk] Minnie Larson, Aide	757-6014
Kwigillingok Sch (100) [Kwigillingok]	588-8629
Lewis Angapak Memorial Sch (105) [Tuntutuliak]	256-2415
Napakiak School (91) [Napakiak]	589-2420
Nelson Island Area Schools (135)[Toksook Bay] Katie Curtis, Aide	427-7815
Nightmute School (52) [Nightmute]	647-6313
Nuniwaarmiut Sch (48) [Mekoryuk]	827-8415
Paul T. Albert Memorial Sch (94) [Tununak]	652-6827
Qugcuum Memorial High (15) [Oscarville]	737-7214
Rocky Mountain School (62) [Goodnews Bay]	967-8213
Z John Williams Memorial Sch (92) [Napaskiak]	737-7212

32. Lower Yukon School District (1,879)

Alice Hayden, District Librarian	*591-2411*
Alakanak School (191)	238-3312
Emmonak School (233)	949-1248
Hooper Bay School (361)	899-4415
Kotlik School (196)	899-4415
Marshall Schol (107)	679-6112
Mountain Village School (278) Laurine Domke, Aide	591-2829
Pilot Station School (173)	549-3212
Pitkas Point School (49) [St. Marys]	438-2413
Russian Mission School (106)	584-5126
Scammon Bay School (131)	558-5312
Sheldon Point School (55)	498-4112

33. Matanuski-Susitna Borough Schools (11,541)

Alternative High School (128) [Wasilla]	373-7775
Beryzova School (12) [Palmer]	no phone
Big Lake Elementary School (657) Vicki L. McCall, Libn	892-6010
Butte Elementary Sch (384) [Palmer] Aedene Arthur, Libn	745-4871
Colony High Sch (934)[Palmer] Pat Wamsley, Libn	745-9500

***Combined School - Public Library**

School (enrollment)	librarian or aide	telephone
Colony Middle Sch (895)[Palmer]	Bonnie Cavanaugh, Libn	745-9550
Cottonwood Creek Elem (532)[Wasilla]	Marilyn Johnson, Libn	376-7577
Finger Lake Elementary (489)[Palmer]	Maureen Kelly, Libn	373-3242
Glacier View School (48)[Palmer]	Colleen Dietrich, Libn	745-5122
Goose Bay Elem Sch (382) [Wasilla]	Jean Berry, Libn	373-5955
Houston Jr/Sr HS (587) [Big Lake]	Laura Rud, Libn	892-9250
Iditarod Elementary (423) [Wasilla]	Kitty Benson, Libn	376-5371
Mat-Su Correspondence(377) [Wasilla]		746-3570
Palmer High School (728)	Chester Simton, Libn	745-3241
Palmer Middle School (684)	Janet Lanman, Libn	745-3812
Pioneer Peak Elem Sch (496) [Palmer]	Paula Marsh, Libn	745-0157
Sherrod Elem Sch (445) [Palmer]	Sandy Krueger, Libn	745-4231
Skwentna Sch (17) [Palmer]		733-2733
Snowshoe Elementary School (366) [Wasilla]		376-3201
Susitna Valley High (142) [Talkeetna]	Gayne Turner, Libn.	733-2241
Sutton Elementary Sch (74)[Sutton]		745-6150
Swanson Elem Sch (413) [Palmer]	Edith Gilbert, Libn	745-3227
Talkeetna Elementary School (114)		733-2252
Tanaina Elem Sch (535) [Wasilla]		376-7117
Trappers Creek Elementary Sch (54) [Trapper Creek]		733-2298
Wasilla High School (767)	Beverly Sadoski	376-5341
Wasilla Middle School (692)	Georgia Hartner, Libn	376-5308
Willow Elementary School (166) [Willow]		495-6236

34. Nenana City Schools (180)

Mary Harden, Librarian

School (enrollment)	librarian or aide	telephone
Nenana City Public School (180)		832-5464

35. Nome City Schools (712)

School (enrollment)	librarian or aide	telephone
Leonard Seppala Alternative HS(26) [Nome]		433-5969
Nome-Beltz Jr/Sr High School (269)	Karen Rickett, Head Libn.	433-5201
Nome Elementary School (417)	George Sabo, Libn.	433-5299

36. North Slope Borough School District (1,991)

Christina Barron, District Librarian 852-8950

School (enrollment)	librarian or aide	telephone
Alak School (206) [Wainwright]	Kathryn Carlson, Libn	763-2541
Barrow High School (178) [Barrow]		852-8950
Cully School (59) [Point Lay]		833-2312
Eben Hopson Sr. Memorial Mid Sch (197)[Barrow]	Mary H. Hacker, Libn	852-3880
Harold Kaveolook School (58) [Kaktovik]		640-6626
Ipalook Elementary School (735) [Barrow]	Linda Jolly, Libn	852-4711
Meade River School (57) [Atqasuk]		633-6315
Nuiqsut Trapper Sch (137) [Nuiqsut]		480-6712
Nunamiut Sch (94)[Anektwvuk Pass]		661-3226
Tikigaq School (270) [Point Hope]	Diana Dexter, Libn.	368-2662

37. Northwest Arctic Borough Schools (2,086)

Ken Winkleman, Media Coordinator

School (enrollment)	librarian or aide	telephone
Alternative Learning Centr SAVE(20)		442-3017
Ambler School (129) [Ambler]		445-2154
Buckland School (136) [Buckland]	Ruth Stalker	494-2127
Deering School (48) [Deering]		363-2121
Kiana School (146) [Kiana]	Lori Pease	475-2168
Kobuk School (25) [Kobuk]		948-2231
Kotzebue Elementary Sch (535)	Radene Winkelman, Libn.	442-3342
Kotzebue High School (147)		442-3341
Kotzebue Middle School (90)	Pat Dennis, Libn.	442-3341
McQueen School (129) [Kivalina]	Marilyn Frankson	645-2125
Napaaqtugmiut Sch (121) [Noatak]		485-2153
Noorvik School (194) [Noorvik]	Margaret Scott	636-2178
NW Arctic Dist Correspondence (21)		442-3566
Selawik School (232) [Selawik]		484-2142
Shungnak School (81) [Shungnak]		437-2151

38. Pelican City Schools (45)

School (enrollment)	librarian or aide	telephone
Pelican School (45)		735-2234

39. Petersburg City Schools (698)

School (enrollment)	librarian or aide	telephone
Petersburg Elementary School (363)	Cathy Cronlund, Libn.	772-4786
Petersburg High School (170)	Sue Paulsen, Libn.	772-3861
Petersburg Middle School (165)		772-3860

40. Pribilof Island School District (162)

Lois Olson, District Librarian

School (enrollment) librarian or aide	*telephone*
St. George Island Sch.(46)[St.George]	859-2229
*St. Paul Island Sch.(116)[St. Paul]	546-2221

41. Saint Mary's School District (124)

Ursula Prince, Aide

School (enrollment) librarian or aide	*telephone*
Andreafski H.S. (35) [St. Marys]	438-2834
Elicarvicuar Elem S (89) [St. Marys]	438-2411

42. Sitka School District (1,903)

School (enrollment) librarian or aide	*telephone*
Baranof Elem Sch (300) [Sitka] Dona Lyn Foster, Libn.	747-5825
Blatchley Middle Sch (469) [Sitka] Karen Grussendorf, Libn.	747-8672
Corner Bay Logging Camp Sch (11) [Cube Cove]	736-2324
False Island Logging Camp Sch (25) [Sitka]	788-3512
Mount Edgecumbe Elem (147) [Sitka] Eona Lyn Foster, Libn.	966-2417
Sitka Alternative Sch (51) [Sitka]	747-7732
Sitka High Sch (458) Sarah Jones, Libn.	747-3263
Verstovia Elem Sch (442) [Sitka] Walter Wright, Libn.	747-8395

43. Skagway City Schools (143)

School (enrollment) librarian or aide	*telephone*
Skagway School (143)	983-2960

44. Southbeast Island Schools (385)

Betsy Bradley, District Librarian

School (enrollment) librarian or aide	*telephone*
Craik Logging Sch(17) [Ketchikan]	755-3023
Edna Bay School (14)[Edna Bay]	594-6110
Hollis School (23) [Hollis]	530-7108
Howard Valentine Sch (41) [Coffman Cove]	329-2244
JR Gildersleeve Sch (15)[Ketchikan]	874-9130
Meyers Chuck Sch (8)[Meyers Chuck]	946-5200
Naukati School (38) [Ketchikan]	629-4120
Polk Inlet School (12) [Ketchikan]	228-5897
Port Alexander Sch (23) [Port Alexander]	568-2205
Port Protection Sch(14) [Ketchikan]	489-2228
SE Island Correspondence (25)	225-9658
Thorne Bay Sch (130) [Thorne Bay] Florena Manier, Lib. Asst.	828-3921
Whale Pass School (18) [Ketchikan]	846-5320

45. Southwest Region Schools (552)

School (enrollment) librarian or aide	*telephone*
Aleknagik North Shore Sch (37) [Aneknagik]	842-5681
Clarks Point Sch (13) [Clarks Point	236-1218
Koliganek Sch (55) [Koliganek]	596-3444
Manokotak Sch (124)[Manokotak]	289-2050
New Stuyahok Sch(117)[New Stuyahok]	693-3144
Togiak School (169) [Togiak] Glaldys Coupchiak, Libn.	493-5829
Twin Hills School (15) [Twin Hills]	525-4916
William "Sonny" Nelson Sch (22) [Ekwok]	464-3344

46. Tanana City Schools (111)

Patricia White, School Librarian

School (enrollment) librarian or aide	*telephone*
*Tanana City School (111)	366-7203

47. Unalaska City School District (402)

Patricia Smith, Librarian

School (enrollment) librarian or aide	*telephone*
Unalaska Elementary Sch (265)	581-1222
Unalaska High Sch (137)	581-1222

48. Valdez City Schools (904)

School (enrollment) librarian or aide	*telephone*
George H. Gilson Jr. High Sch (146) [Valdez]	835-2244
Hermon Hutchens Elementary (528) [Valdez] Lynn Garrison, Libn.	835-4728
Valdez High School (230) [Valdez] Dona Kubina, Libn.	835-4767

49. Wrangell City Schools (500)

Bonnie Demerjian, District Librarian

School (enrollment) librarian or aide	*telephone*
Evergreen Elementary Sch (239) [Wrangell]	874-2321
Stikine Middle Sch (133) [Wrangell]	874-3393
Wrangell High Sch (128) [Wrangell] Bonnie Demerjian, Libn.	874-3395

50. Yakutat School District (149)

Sheila Bonnard, Librarian

School (enrollment) librarian or aide	*telephone*
Yakutat Elementary School (88) Inga Hanlon, Aide	784-3394
Yakutat Jr./Sr. High School (61) Debbie Caron, Aide	784-3317

51. Yukon Flats Schools (465)

School (enrollment) librarian or aide	*telephone*
Arctic Village Sch (50)[Arctic Village]	587-5211
Bever "Cruikshank"Sch (31) [Bever]	628-6313
Birch Creek School (11) [Birch Creek Village via Fort Yukon]	221-2127
Chalkyitsik Sch (25) [Chalkyitsik]	848-8113
Circle School (29) [Circle]	773-1250
*Fort Yukon Sch (117) [Fort Yukon] Ethel Wright, Clerk	662-2352
Fort Yukon H. S. (35)[Fort Yukon] Ethel Wright, Clerk	662-2580

*Combined School - Public Library

School (enrollment) ***librarian or aide***	***telephone***
Northern Lights Sch (20) [Fairbanks]	452-0400
Rampart School (20) [Rampart]	358-3112
Stevens Village Sch(31) [Stevens Village]	478-7227
Venetie School (64) [Venetie]	849-8415
Yukon Flats Correspondence (33)	662-2515

52. Yukon/Koyukuk Schools (777)

Alan McCurry, District Librarian

Allakaket School (68)[Allakaket]	968-2205
Andrew K. Demoski Sch (158) [Nulaato]	898-2204
Bettles School (15) [Bettles]	
Ann Corson, Libn.	692-5101
Ella B. Vernetti Sch (41)[Koyukuk]	927-2210
Gladys Dart Sch (29) [Manley Hot Springs]	
Heather Youngblood, Aide	672-3202
Hughes School (26) [Hughes]	889-2204
Jimmy Huntington Sch (88)[Huslia]	829-2205
Kaltag School (123) [Kaltag]	534-2204
Merreline A Kangas Sch (75) [Ruby]	468-4465
Minto School (98) [Minto]	798-7212
Northwind Sch (Correspondence) (56)	832-5594

53. Yupiit School District (368)

Juliet M. West, District Librarian	*825-4812*
*Akiachak Elem Sch (111) [Akiachak]	825-4611
Akiachak H.S. (39) [Akiachak]	
Brian Henry, Aide	825-4013
*Akiak Elem Sch (87) [Akiak]	765-7212
Akiak High School (25) [Akiak]	765-7215
Tuluksak Elementary (80) [Tuluksak]	
Dora Napoka, Aide	695-6313
*Tuluksak H.S. (26) [Tuluksak]	
Dora Napoka, Aide	695-6112

Schools Operated by the State of Alaska

Alaska State School for the Deaf	
Anchorage	263-9209
Alaska Vocational Technical Center [Seward]	224-3322
Alyeska Central School [Juneau]	465-2835
Mt. Edgecumbe High School [Sitka]	
Lois Rhodes, Librn.	966-2201

1. Alaska Gateway Schools
2. Aleutian Region School District
3. Aleutians East Borough School District
4. Anchorage School District
5. Annette Island Schools
6. Bering Strait Schools
7. Bristol Bay Borough Schools
8. Chatham Schools
9. Chugach Schools
10. Cooper River Schools
11. Cordova City Schools
12. Craig City Schools
13. Delta/Greely Schools
14. Denali Borough School District
15. Dillingham City Schools
16. Fairbanks North Star Borough Schools
17. Galena City School District
18. Haines Borough School District
19. Hoonah City Schools
20. Hydaburg City Schools
21. Iditarod Area Schools
22. Juneau Borough Schools
23. Kake City Schools
24. Kashunamiut School District
25. Kenai Peninsula Borough Schools
26. Ketchikan Gateway Borough Schools
27. Klawock City Schools
28. Kodiak Island Borough Schools
29. Kuspuk Schools
30. Lake and Peninsula Schools
31. Lower Kuskokwim Schools
32. Lower Yukon School District
33. Matanuska-Susitna Borough Schools
34. Nenana City Schools
35. Nome City Schools
36. North Slope Borough School District
37. Northwest Arctic Borough Schools
38. Pelican City Schools
39. Petersburg City Schools
40. Pribilof Island School District
41. Saint Mary's School District
42. Sitka School District
43. Skagway City Schools
44. Southeast Island Schools
45. Southwest Region Schools
46. Tanana City Schools
47. Unalaska City School District
48. Valdez City Schools
49. Wrangell City Schools
50. Yakutat School District
51. Yukon Flats Schools
52. Yukon/Koyukuk Schools
53. Yupiit School District

***Combined School - Public Library**

Selection

Choosing materials to become a part of your library collection is one of the most rewarding responsibilities of being in charge of a school library. Because funds are short and wants are long it is most important that you make wise choices in the items you are able to add to the collection.

You will be selecting from a wide range of materials including fiction and nonfiction books, paperbacks and hardbacks, reference and circulating materials, easy to read and challenging materials, newspapers and magazines, multiple copies or single copies, print or nonprint. Review your mission statement to find direction and focus for your collection.

In addition to the direction from a written mission statements with goals and objectives for the library, you will find it helpful to put in place some additional documents to guide your selection. These documents are outlined below following the definition of terms.

Terms

- *Acquisition*--Obtaining library materials by purchase, exchange, or as gifts.

- *Collection Development*--All the activities that build a library's collection including developing policies, determining users' needs and use of the collection, selecting, ordering and weeding the collection.

- *Reconsideration of materials*--A form and series of actions to respond to a complaint about library material made by a library user.

- *Selection Policy*--The principles and practices guiding the choice of library materials to add to the collection.

- *Weeding*--The process of choosing items to remove or discard from the collection because of age, wear, inaccurate information, etc.

Collection Development Plan

- Needs Assessment
- Selection Criteria
- Acquisition Procedures
- Evaluation Techniques

Selection Policy

- Goals and Objectives of the Library
- Formats for Materials e.g. Media
- Special Materials e.g. Gifts
- Process for a Adding Materials
- Selection Criteria and Guidelines
- Selection Tools
- Process for Withdrawing Materials
- Procedure for Handling Complaints

From: Kolb, Audrey. A Manual for Small Libraries in Alaska. Alaska State Library, 1992.

Criteria for Selection1

This is a typical list of topics to consider when selecting materials for a school library.

- **Authority**--determined by the author's qualifications and sources of information used in preparation of the materials
- **Scope**--determined by adequacy of coverage in relation to the subject presented.
- **Reliability**--determined by accuracy and recency.
- **Treatment**--determined by noting the author's purpose (reference, recreation, etc.)
- **Readability**--determined by noting suitability for grade and interest levels, appropriate print and vocabulary and illustrations.
- **Subject interest**--determined by skill of presentation in relation to grade and interest level.
- **Format**--determined by examination of cover, print, size, binding, illustration, and other visual presentations.
- **Special features**--determined by examination for appropriate indexes, bibliographies, outlines, etc.
- **Potential uses**--consideration of the following:

    Meet curricular needs.
    Provide curriculum enrichment.
    Meet general reference needs.
    Provide additional factual information.
    Promote social and emotional development.
    Provide inspirational value.
    Serve reluctant readers.
    Furnish mature readers.
    Provide for recreational reading.
    Develop aesthetic taste.

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1 *Procedures Manual for School Library Media Centers.* Oklahoma City: Oklahoma State Department of Education, 1986.

Shelving and Reshelving

" Shelving" is both an activity and an item of furnishing in the library. Many school libraries use student or adult volunteers for the job of reshelving materials. It is most important that they understand call numbers and "shelving" techniques in order to shelve accurately and efficiently. The following suggestions have been compiled from several sources.1

Reshelving Library Materials

CALL NUMBERS

- Call numbers for the Dewey Decimal Classification are decimals. Think of the call numbers as if they represented money. The number to the left of the decimal will always be in hundreds of dollars and the number to the right of the decimal will be the cents.
- Begin arrangement on the left with the smallest amount first.
- Practice shelving sequence by arranging books on a cart in shelf order.

PREPARING TO SHELVE

- Place items on book trucks or carts before shelving.
- Sort the books on the carts beginning with the smallest number on the left top shelf.

SHELVING TIPS

- Accuracy the most important factor in shelving. A misshelved item is the same as lost.
- Take the cart to the general area where materials will be shelved.
- Shelving is from left to right and top to bottom in a section, usually 36 inches wide.
- Take no more than 5-10 books to the shelves at a time.
- Look at the entire shelf to be sure that you are not putting a book by a misshelved book.
- Check the numbers on the books on each side of the spot you are placing the book.
- Watch for items that need to be repaired.
- Straighten books so that the spines are even with the front edge of the shelf.
- Fill shelves no more than two-thirds full whenever possible.
- Adjust the bookend so that the books stand upright but are not too tightly packed.

ADDITIONAL HINTS OR SUGGESTIONS

- Plan for systematic "reading"(check for order) of shelves.
- Consider assigning student volunteers certain sections to keep in order.
- Ask students to shelve books "spine up" and sticking out from the shelves so that you can check the accuracy of their shelving.
- Wire bookends attached to the shelf above are easily moved by squeezing and shifting.
- Tall bookends with cork bottoms may be worth the extra cost.

Shelving2

The choice of shelving is a decision which affects the appearance and efficiency of the library for years to come. Quality is important. Shelving manufacturers offer a wide range of choices in shelf heights and fewer in shelf widths. Standard sizes are the most economical to buy. Steel shelving is less expensive than wood shelving and offers a degree of flexibility. The capability of rearranging shelving sections and moving individual shelves allows the library to adjust to changing needs.

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[1] "Basic Shelving Techniques" *The Whole Library Catalog*. Chicago, American Library Association, p. 234-236.
" Tips for Proper Shelving of Books" *Procedures Manual for School Library Media Centers*. Oklahoma State Department of Education, 1986. p. 120.

[2] Kolb, Audrey. p. II-9-13

SHELVING SYSTEMS

- Standard components with interchangeable parts in bracket style, steel shelving systems have the most options including flat shelves (8, 9, 10, 12 or 16 inch depths); Slant shelves (and hinged slanted) for display of periodicals with or without flat storage beneath each shelf; divider shelves for picture books, paperbacks or other oversized materials; newspaper racks within shelf units; sliding reference shelves; work shelves; open T-bar or closed base.

SHELF WIDTHS, HEIGHTS, AND DEPTHS

- Width. The standard width of library shelving is 36 inches on center. Longer shelves have a tendency to sag and require heavier structural elements to support the weight.
- Height. The lowest standard height is 42 inches and the tallest is 90 to 94 inches tall. Reaching the top shelves is difficult if the shelf units are taller than 84 inches. School libraries will choose shelf heights appropriate for their students use.
- Depths. Most library books, including encyclopedias will fit on a shelf 9 inches deep. Shelves of 12 inches or 16 inches may be needed for kits or other special materials.

SHELF CAPACITY

- New building shelves should be planned to be only 2/3 to 3/4 full so that books can be reshelved easily and new titles inserted. The following is an estimate of the number of volumes that can be shelved per lineal foot of shelf space.

Number of Books per Lineal Foot

Type of Book	Per Foot of Shelf
Picture books	19
Children's' books	10-12
Adult fiction	8
Adult nonfiction	6
Reference	6

- Most books will fit upright on shelves if 9 to 10 inches is provided between shelves. Some nonfiction, reference and picture books require 11 to 12 inches between shelves. Paperbacks need only about 8 inches between shelves.

SHELVING TYPES

- Case type shelving has closed sides and is a bookcase. The shelves may attach to the sides and back which makes them immovable. Some have shelf supports that are slots, pegs, or clips that fit in the side panels. For this type there are usually four clips to remove and reposition for each shelf.
- Bracket shelves are a type of steel shelving in which the shelves hook to the supporting vertical uprights. The loaded weight increases the stability of the shelving units. Moving bracket shelves is easily done. End panels of wood or steel tops can be attached if desired.

ADDITIONAL CONSIDERATIONS

- Adjustable Shelves. Because books are of varying heights, it is not advisable to purchase shelving units with fixed shelves.
- Stability. Some shelving requires sway bracing. The taller the shelf units, the more likely bolting will be required. Double faced shelving is more stable than single face shelving.
- Levelers or carpet pins. Floors may not be perfectly level. Adjustable levelers and carpet pins increase the stability of shelving units.
- Shelf load. Whether metal or wood, shelves should support a load of 40 to 50 pounds per square foot.

Signs for the Library

A sign system is a means of making your library easier to use by providing information and simple instructions for the location and use of items in your collection. Signs help people become more independent and will free you to do more important things. The purposes of signs include:

- Identification: The library, reference materials, fiction, biography, magazines.
- Direction: Workroom, restrooms
- Instruction: How to use equipment, materials
- Information: Hours, special events

Elements of Good Signage

- **Location** - Place signs where they are visible and at a height where they can be seen and attract attention. A sign placed so low that it is hidden when someone stands in front of it isn't particularly useful. Think of the size of the person to whom the sign is directed.
- **Message** - Keep it short, use terms that most people will understand and be positive. Try "Please dispose of gum" rather than "No gum chewing allowed in library."
- **Symbols** - Use symbols if they are simple, effective and easily understood. There are no language barriers to understanding when a good symbol is used.
- **Lettering** - The letters of the alphabet can vary from short to tall and in thickness. The letters need to be in proportion of width (thickness) to height for ease in reading. Make sure the words are of a size and shape to be legible from the distance you want the sign to be read.
- **Color** - Color combinations and contrast effect readability. The following list from *Sign Systems in Libraries* are the most visible color combinations, with 1 being the most visible:

    1. Black on yellow
    2. Black on white
    3. Yellow on black
    4. White on blue
    5. Yellow on blue
    6. Green on white
    7. Blue on yellow
    8. White on green

- **Space** - The amount of space between letters and between words also affects readability. Blank, empty space around the edges of the lettering allows the background color to frame the message. This helps to attract attention and to improve readability.
- **Durability** - Exterior signs should be painted or carved, or treated in some fashion, to withstand the weather.

Even without an artist's hand, neat, legible interior signs can be prepared by unskilled people. Library and office supply firms sell several products for sign making; pressure sensitive letters, gummed letters, lettering kits and sign machines. Signs can be made on the computer, enlarged and printed on a laser printer. Many schools have an Ellision machine with alphabets in various sizes. Your resources, budget and creativity will determine your choices for signage.

SLED
Statewide Library Electronic Doorway

What is SLED?

SLED, the Statewide Library Electronic Doorway, is an easy-to-use World Wide Web system that connects people to library, government, local community, and Internet information resources. SLED provides connections to information of statewide interest.

What specific information is available on SLED?

- Library catalogs:
    - University of Alaska library catalog
    - Fairbanks, Anchorage and Juneau public library systems
    - Internet-accessible libraries worldwide (600+)
    - Library of Congress
- Alaska information resources:
    - Legislative Information System
    - Weather
    - State of Alaska Home Page
    - Alaska Tourism Information
- Networks:
    - Alaskan local community networks as they come online
- Information resources
    - Alaskan and worldwide campus information systems
    - Federal databases and bulletin boards
- Email for Alaskan librarians
    - Muskox
- Additional connections to information resources are being added to SLED each month by a statewide SLED Advisory Group of users and librarians.

How do I use SLED?

SLED links you to other computer systems to retrieve information. These computer systems will often have different commands and operate quite differently from SLED. Please make note of the escape character (or logoff or quit command) that gets you out of the remote system and back to the SLED menu.

What does it mean that SLED is a World Wide Web (WWW) server now?

People with direct (wired) connections to the Internet and those with dial-up SLIP/PPP access can load client software such as Netscape onto their own computers. When these users search SLED, their client software connects to SLED, then loads the SLED menu (a "page" marked up with Hypertext Markup Language) into their own client software. When they choose a SLED menu item, their computer doesn't go back to SLED to make the connection; it goes directly to the URL they've chosen. Each site on the Internet has a URL which stands for Uniform Resource Locator, an address of sorts. The URL for SLED is **http://sled.alaska.edu**

Alternatively, when users connect to SLED using AlaskaNet, they are using a simple dial-up connection. They do not run client software on their own machines, but instead connect to client software (a WWW browser named Lynx) running on a SLED computer in Fairbanks. That Lynx software makes the connection to SLED and to all the resources they choose on SLED.

From the flyers "About SLED" and "SLED, The Statewide Library Electronic Doorway" [by Susan Elliott. Anchorage: Alaska State Library, 1994.] [Revised July 1995.]

What do I need to see the graphics on SLED?

You can view SLED graphically **IF** you have the following:

(1) AN INTERNET CONNECTION THAT ALLOWS YOU TO USE CLIENT SOFTWARE ON YOUR OWN PC **OR** A GATEWAY CONNECTION. You can use a direct wired connection (usually available through your university, school district, or company network), a SLIP/PPP dial-up connection (available through commercial Internet providers, universities, etc.), or a gateway connection through providers such as America Online, Prodigy, CompuServe, etc.

At present AlaskaNet does not offer SLIP/PPP service, so graphics are not yet available to SLED users who dial up through the 40 local AlaskaNet numbers.

(2) GRAPHICAL CLIENT SOFTWARE ON YOUR OWN PC.You can purchase or download client software such as Netscape or Mosaic to install on your PC.

(3) TCP/IP SOFTWARE ON YOUR OWN PC.This Internet Protocol software allows your PC to be recognized as a machine on the Internet either permanently (direct wired connection) or temporarily (dial-up SLIP/PPP connection). You can download this software or purchase it, either separately or with introductory Internet books.

Who pays for SLED?

SLED is brought to you by Alaskan libraries. It is principally funded by the Alaska State Library and Rasmuson Library, University of Alaska Fairbanks. Funding for FY96 was provided by the Alaska legislature.

Who can access SLED?

Anyone may access SLED. If you have a computer, phone line and modem, you can dial directly. For those who wish to use SLED from the library, the State Library has funded a direct Internet connection to computers in the public libraries in Anchorage, Fairbanks, and Juneau for high-speed access to SLED. SLED is also available via the UACN network or the Internet, or via dial-up to some library systems, or through Alascom's X.25 network, AlaskaNet, which serves over 40 communities statewide and 87% of Alaska's population. The result of these myriad connection paths is that most libraries and citizens around the state may use computers and modems to connect to SLED without being charged for a long-distance phone call.

When did SLED begin?

The SLED project began in early 1993 with a consultant's study, *Alaska Community Information System Investigation Report,* commissioned by the State Library. SLED's first public test run occurred in March, 1994. SLED became a World Wide Web site in July, 1995.

Who can I talk to about SLED?

Your comments, suggestions, and complaints on the services are welcome. Please send email to

sled.alaska.edu
or call 800-478-4667

How do I connect to SLED?

Use one of the following methods to connect to SLED, or if you belong to a commercial service, simply use the URL to locate it on the Internet.

TO CONNECT TO SLED VIA MUSKOX

1. Sign in to your account on Muskox by your usual means (see entry under *Muskox*/M-2).

2. There are two menu items which will lead you to SLED:

Choose #5 Telnet [return or enter]

At the prompt *telnet>* type open sled

The old version of the SLED logo will appear with some information on the new Web version and a request to push Return or Enter. You will then be at the new SLED Home Page

Choose #7 Lynx-World Wide Web Client [return or enter]

The next page is titled Statewide Library Electronic Doorway Jump Page.

Choose #[3] SLED Home Page. You will be transferred there.

TO CONNECT TO SLED FROM YOUR UACN ACCOUNT

1. Sign on to your UACN account as usual.

2. From the dollar sign ($) prompt or menu, choose the World Wide Web browser (usually Lynx or WWW) and use the URL: http://sled.alaska.edu (which will take you to step 4).

OR

3. From the dollar sign ($) prompt, type: telnet sled.alaska.edu

```
$ telnet sled.alaska.edu
```

and you will be connected to SLED's Lynx browser (which will also take you to step 4).

4. You will be connected to SLED at the main menu.

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TO CONNECT TO SLED VIA ALASKANET

note: please use this option only if the others are not available to you. The State Library pays $4 per hour (day) and $2 per hour (night) telecommunications charges while you are on these lines.

1. Dial the local AlaskaNet number nearest you:
   [available baud rates (1200, 2400, 9600) vary--some sites require that you hit <enter> to begin]

AlaskaNet Numbers

Adak	592-2557	Healy	683-1350	Petersburg	772-3878
Anchorage	258-6607	Homer	235-5239	Prudhoe Bay	659-2777
Anchorage	258-7222	Juneau	789-1976	Saint Paul	546-2320
Barrow	852-2425	Juneau	789-7009	Seattle (206)	285-0604
Bethel	543-2411	Kenai/Soldotna	262-1990	Seward	224-3126
Cantwell	768-2700	Ketchikan	225-1871	Sitka	747-5887
Cordova	424-3744	King Salmon	246-3049	Skagway	893-2170
Craig	826-2948	Kodiak	486-4061	Tanana	366-7167
Deadhorse	659-2777	Kodiak	487-2111	Tok	883-4747
Delta Junction	895-5070	Kotzebue	442-2602	Valdez	835-4987
Dillingham	842-2688	McGrath	524-3256	Unalaska/	
Fairbanks	452-5848	Nenana	832-5214	Dutch Harbor	581-1820
Fairbanks	456-3282	Nome	443-2256	Whittier	472-2467
Glennallen	822-5231	Northway	778-2301	Wrangell	874-2394
Haines	766-2171	Palmer/Wasilla	745-0200	Yakutat	784-3453

2. Set your communications software parameters to N-8-1. If you get garbage characters on screen *or* are asked for a terminal identifier, type the letter o which will get the login prompt.

3. At both the login and password prompts, type: sled

```
please log in:      sled
password:           sled
```

4. For troubles with connections to AlaskaNet, call Alascom's help number: (800) 478-6500.

What does the SLED menu look like?

```
SLED Main Menu


          * [1] About SLED
          * [2] Business
          * [3] Education
          * [4] General Reference
          * [5] Government Information
          * [6] Legal/Medical
          * [7] Library Catalogs and Resources
          * [8] News, Sports and Entertainment

          * [9] ALASKA

[10]  WHAT'S NEW?             [11]  GRAPHICAL WAYS TO LOOK AT SLED

[12]  HELP     [13]  HOME     [14]  COMMENTS     [15]  SEARCH
```

What if I still have questions or problems regarding SLED?
Call (within Alaska)   800-478-4667.

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Statistics

Keeping statistical records may seem like the least important of your jobs as a librarian, and it certainly has to come behind many other parts of the professional duties you perform. However, you will find that the numbers you collect will help make many of your professional decisions easier and are needed to support many of the requests you make of other people. Some statistics are required as part of the reporting system to the administration. You need to ask which numbers will be required of you. Other statistics will help with collection development, scheduling, budget requests, planning for new or remodeled facilities, etc. We will try to indicate why you might want to collect each type of statistic and the simplest methods of doing so.

COLLECTION STATISTICS

Many of these statistics are generated during an inventory which is traditionally done at year-end in school libraries (see the entry under Inventory/I-6). In addition to the total number of items in different formats which the library owns, you need to record the number and type of items added and withdrawn during each year. Being able to demonstrate that your budget was spent to support a new curriculum adoption or that you had to throw away the bulk of a particular type of software can help you justify requests at budget time.

Your school district may want to keep records on the costs of materials. If you are using a card catalog, it is easiest to write the price of a new item on the shelf list card as it is unpacked. Automated systems have a price category in their MARC records where price information may already be stored when the books are processed by your jobber. If not, and if you are expected to keep cost records, you can enter the prices. If there is not some necessity for keeping this financial record, put it on the bottom of your list of tasks, or give it to a volunteer who is willing to do tedious and repetitive work.

LIBRARY SERVICE STATISTICS

The following statistics can be acquired by "**sampling**." Select a typical week for your library, a week most like all the other weeks in the year, not a report card or holiday or testing week. Frequently, a week in late February or early March will do. Make your counts during that week, then multiply the numbers by the number of weeks the library is open during the year.

Annual amount of attendance in the library (keep track of everyone who comes in, by category.) Count both number of classes and number of children, including drop-ins, staff members, parents or other public members.

In-library use of library materials—This includes books and magazines that have been left on tables. These are the materials they have used in the library, rather than having been checked out. Ask patrons to leave everything they take from a shelf out on a table or counter instead of putting them back. This will give you a count of material usage to add to circulation figures to help you know how many and what types of items are being used in your library. Many automated systems will let you do this counting with a bar wand or portable scanner.

Annual number of reference questions asked—This should be the number of questions asked which are expected to be answered by using library materials. (If you are feeling adventuresome, count these by marking how many were answered and how many were not. This may give you some ideas about whether you need to spend more money on your reference collection.)

Circulation Statistics

Circulation is the number of items checked out of the library. These statistics can be collected by sampling if your circulation is not automated. However, circulation is such an important factor in accountability for the library program that you should take your samples once a month, or at least several times during a year. Then average those counts to get a number which can be multiplied to represent a year.

If you are automated, your computer will collect these statistics automatically as it tracks your circulation. You simply need to print out a report at the end of the year.

To help decide on budget division for the next year, you may want to track circulation by large category such as:

- non-fiction
- fiction by reading level (regular, easy reading)
- paperbacks
- periodicals
- audiocassettes and phonorecordings
- videocassettes
- computer programs and CD's
- interlibrary loans
- other (puzzles, patterns, kits, filmstrips, etc.)

The more detailed statistics are, the more useful they can be; for example, by classification number of the nonfiction. This information can be helpful to the librarian in identifying which subject areas in the collection are getting the most use. For example, you could count circulation by the Dewey hundreds (100s, 200s, 300s, 400s, etc.). If the count shows that the 700s and the 900s account for more circulation than other parts of the nonfiction collection, you could order more books in those subject areas.

Resource Sharing Statistics

Resources sharing the loaning and borrowing of library materials from one library to users of another library, that is interlibrary loan; or it can be reciprocal borrowing agreements. In a reciprocal borrowing agreement the collection of the library is open to the users of another library; for example, the materials in a university or school library can be borrowed in person by the those who are not students. It can also be the asking and answering of questions from one library to another library or agency because a library doesn't have the materials to answer a question. It can also be the referral of a library user to another agency to obtain the needed information. Keeping track of the number of times your library must borrow to fill the needs of your students and teachers is a powerful argument in budget discussions with your administrators.

Interlibrary loans are books or magazine articles borrowed from, or loaned to, another library. (See the entry under Interlibrary Loan/I-4).

Reference referral is the asking of an informational question of another library, office, or agency when the library does not have the resources to answer the patron's request. It works in the reverse too—it can be the answering of a question from another library. It can also be the sending of someone to another library or another office. For example; in a small community there may not be any need to duplicate certain expensive resources, such as the *Alaska Statutes*. Instead, the library staff should know which agency in the community has that title. The library user would be referred to the agency which owns the statutes, probably the City Office or the Legislative Affairs Office, to use the volumes.

Another example of a referral is a student sent to the public library to get information that was not available in the school library. In this case the student was referred to the public library.

Technology in School Libraries

School libraries are frequently the center, or at least the beginning, of technology in the school. The librarian may act as the technology leader of the school. If this isn't a role which is comfortable for you, be very sure that the committee (or person) that is making decisions about the installation of new technology realizes the central role that libraries should play in information access and training.

The following listing of equipment is only general. Specific models, brands, and sizes will depend upon the size of your project, your budget, and the needs of your patrons. However, use this list in discussions with your administration and/or technology committee about the needs and values of technology in the library.

Technology in the library must support four areas:

The curriculum and teaching program of your school
The research and information access of students and staff
The production and presentation of research projects
The management of library processes themselves

CURRICULAR SUPPORT

- ›Visual projection and viewing systems
  - Video screens permanently available in all instructional areas (preferable)
  - Video system tied into library production center
  - Portable video receivers (if necessary)
  - Video projector(s) for large screen viewing
  - Tape and laser disk playback machines
  - Capability to tape off-air/cable/satellite broadcasts
- ›Sound systems
  - Speakers in all instructional areas (perhaps in conjunction with video)
  - Capability to play back CD and tape
  - Public address system tied into library production center
- ›Distance delivery arrangements
  - Classroom setup (perhaps in close conjunction with library) which can provide two way video and audio connections for remotely taught classes including convening equipment for audioconferencing (currently) or video conferencing (future)
  - Satellite dish or cable access to such programming
- ›Media booking system
  - Banks of video (tape, disk and laserdisk) and sound (CD and tape) playback machines
  - Located in library, delivering signals to building network of monitors
  - Controlled by system allowing teacher reservation and ordering of media from classroom computers and control of media from classroom (by remote control)
  - Capable of storing lesson plans involving multiple media forms
- ›Working access to library publishing equipment
  - Building network set up to allow use of classroom computers to access all equipment (see publishing function) in library

RESEARCH AND INFORMATION ACCESS

- ›In-library access
  - Number of networked workstations comparable to 1/4 number of largest expected class
  - CD-Rom network accessible by workstations for indices and full-text information

  - Printer for every workstation (to speed information print-out)
  - Copy machine
  - Access to playback machines (video and sound)
  - Site license arrangements for software when necessary
- ›In-building access
  - Network from every instructional area to library resources
- ›Distance access
  - Internet access via netmodem and sufficient telephone support to allow 1/4 of largest expected class access at once
  - Network (phone line) access should mirror every electric outlet to allow for flexibility of equipment arrangement
  - Installation of wide-area-network to allow for after-school phone-in to use library resources
  - Appropriate licensing agreements for software

PUBLISHING AND PRESENTATION

- ›Print
  - Word processing equipment
  - Laser printers (color)
  - Scanner
  - Poster printer
  - Laminators
  - Binding machines
  - Copy machines (color)
- ›Video
  - Video cameras (several formats)
  - Video editing equipment (including computer interface for text, visual manipulation, etc.)
  - Video projector and interface with building network for projection
  - LCD plates capable of handling live-action video (current) or computer projector (future)
- ›Compact disc
  - Equipment (computer and drive) for writing to compact disc (capable of enormous storage and easy playback)
- ›Desktop presentation
  - Large capacity drives for presentation software
  - LCD plate with live action or computer projection system
  - Storage media (writable C-D) or removable mass storage media

LIBRARY MANAGEMENT

- ›Technical processes
  - Sufficient computer equipment to allow for an automated and integrated circulation and public access catalog system as well as equipment available for processing materials, ordering, etc.
  - Capability to access CD storage of student pictures and records in conjunction with circulation
  - Fax/printer for interlibrary loan and information exchange
  - Modem (either private or netmodem) always available for librarian
- ›Instructional
  - Teaching station with all video, sound, network, etc. available in any classroom

For more specific information or help in planning a technology project for your library, contact the School Library/Media Coordinator at 269-6568 or dellam@muskox.alaska.edu

Vendors and Distributors

Addresses and Phone Numbers

This section contains locating information for some vendors who may be of use to Alaskan libraries. Inclusion in this listing does not imply recommendation. For more information about their services, write or call for catalogs. Please send information about any other vendors who provide services which are valuable to you, and we will include them in future listings.

ALASKA MATERIALS

Ageless Music Works
P.O. Box 91344
Anchorage, AK 99509-1344

Alaska Art Print Company, Inc.
5020 Fairbanks Street
Anchorage, AK 99503

Alaska Book Fair
341 E. Benson Blvd.
Anchorage, AK 99503
(907) 279-7972

Alaska Council on Economic Education
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508

Alaska Department of Fish & Game
Box 3-2000
Juneau, AK 99802

Alaska Distribution Section
U.S.G.S.
101 Twelfth Avenue, Room 126
Fairbanks, AK 99701

Alaska Geographic Society
639 W. International Airport Rd.
Anchorage, AK 99516
(907) 562-0164

Alaska Historical Society
524 W. 4th Avenue, Suite 207
Anchorage, AK 99501
(907) 276-1596

Alaska Magazine
808 E Street, Suite 200
Anchorage, AK 99501

Alaska Native Language Center
Univ. of Alaska Fairbanks
218 Eielson Bldg.
Fairbanks, AK 99775
(907) 474-7874

Alaska Natural History Association
605 W. 4th Ave.
Anchorage, AK 99501
(907) 274-8440

Alaska Northwest Books
P.O. Box 3007
Bothell, WA 98041
1-800-331-3510

Alaska Pacific University Press
4101 University Drive
Anchorage, AK 99508
(907) 564-8215

Alaska State Museum
395 Whittier Street
Juneau, AK 99801
(907) 465-2901
(museum kits)

Alaska Video Publishing
3700 Woodland Dr.
Anchorage, AK 99517

Alaskakrafts Publishing
7446 E. 20th Street
Anchorage, AK 99504

Anchorage Museum of History and Art
121 W. 7th Avenue
Anchorage, AK 99501

Cooperative Extension Services
University of Alaska
2221 E. Northern Lights Boulevard
Anchorage, AK 99508

Foundation Studios
P.O. Box 2141
Kenai, AK 99661

KUAC
University of Alaska Fairbanks
Fairbanks, AK 99775-1420

Nan McNutt and Associates
P.O. Box 265
Petersburg, AK 99833
(907) 772-4809

Misty Mountain Press
P.O. Box 773042
Eagle River, AK 99577

Oil Spill Public Information Center
645 G Street
Anchorage, AK 99501

Old Harbor Press
Box 97
Sitka, AK 99835

Pacific Communications
119 Seward Street
Juneau, AK 99801

Paws IV
P.O. Box 2364
Homer, AK 99603

Pyrola Publishing
P.O. Box 80961
Fairbanks, AK 99708

Salmon Run Publishing Co.
P.O. Box 231081
Anchorage, AK 99523-1081

Sky River Films
3700 Woodland Drive, Suite 100
Anchorage, AK 99517

Top Notch Publishing
P.O. Box 27
Edna Bay, AK 99950

University of Alaska Bookstore
3211 Providence Drive
Anchorage, AK 99508
(907) 786-1151
(Alaska materials, textbooks, etc.)

University of Alaska Museum
University of Alaska Fairbanks
Fairbanks, AK 99775
(907) 474-7505
(Alaska books and other materials)

University of Alaska Press
University of Alaska Fairbanks
Fairbanks, AK 99775-1580
(907) 474-6389

White Mammoth
2183 Nottingham
Fairbanks, AK 99709

The Workshop
P.O. Box 295
Petersburg, AK 99827

OUT-OF-PRINT DEALERS

Alaskana Book Store
Gene Short
4617 Arctic Blvd.
Anchorage, AK 99503
(907) 561-1340

Alaska Heritage Bookshop
Richard Wood
P.O. Box 22165
18005 Point Stevens Road
Juneau, AK 99802
(907) 789-8450

Alaskan Renaissance Books & Booksearch
2837 Windy's Way
Anchorage, AK 99517
(907) 243-6561

Mattilla, Robert, Bookseller
P.O. Box 4038, Pioneer Sq. Station
Seattle, WA 98104
(206) 622-9455
(out of print Alaska books)

The Observatory
Dee Longenbaugh
235 2nd Ave.
Juneau, AK 99801
(907) 586-9676

BOOK STORES

*Stores have indicated they will provide BookFairs to rural areas as well as in town

*Borders Books & Music
1100 Dimond Blvd.
Anchorage, AK 99515
(907) 344-4099

*Chapter One Books
1501 E. Huffman Rd.
Anchorage, AK 99515
(907) 345-4558
FAX (907) 345-0906

*Cook Inlet Book Co.
415 W. 5th Ave.
Anchorage, AK 99501
(800) 240-4148
FAX (907) 258-4491

*Metro Music & Book Store
530 E Benson
Anchorage, AK 99503
(907)279-8622

*Once Upon a Time
Children's Book Store
341 E. Benson Blvd.
Anchorage, AK 99503
(907) 276-6095
FAX (907) 276-2731

*Vine & Branches Christian BookShoppe
1120 E Huffman Rd. #3
Anchorage, AK 99515
(907) 345-8778

*Waldenbook Store
University Center
3901 Old Seward Hwy.
Anchorage, AK 99503
(907) 561-7644

Wild About Books
Children's Book Store
11431 Business Blvd.
Eagle River, AK 99577
(907) 694-7323

BINDERIES

College Place Bookbinders
P.O. Box 97
College Place, WA 99324-0097
(509) 529-4220

Hawaii Library Binding Services
1316 Mookaula St.
Honolulu, HI 96817
(808) 841-4877
(binds books, periodicals, and does fine binding)

BOOK JOBBERS

Baker & Taylor
Book Leasing System
P.O. Box 458
Commerce, GA 30599
(706) 335-5000 or
1-(800)-241-6037
(lease plan)

Baker & Taylor, Western Division
380 Edison Way
Reno, NV 89502
(800) 648-3944
(books, cassettes, preprocessing)

The Bookmen, Inc.
525 N. Third St.
Minneapolis, MN 55401
(800) 328-8411

R.R. Bowker
121 Chanlon Rd.
New Providence, NJ 07974
(908) 464-6800
(*Books in Print*, library periodicals)

Bound-to-Stay-Bound Books
W. Morton Road
Jacksonville, IL 62650
(800) 637-6586

Brodart Books
1609 Memorial Av.
Williamsport, PA 17705
(800) 233-8959
FAX: (800) 283-6087

Econoclad
P.O. Box 1777
Topeka, KS 66601
(800) 255-3502

Susan Engen
Follett Library Book Co.
4506 Northwest Hwy.
Crystal Lake, IL 60014
(907) 789-9342

Permabound/Hertzberg
Vandalia, Road
Jacksonville, IL 62650
(800) 637-6581

Trumpet Book Club
Dell Publishing
245 E. 42nd St.
New York, NY 10017

H. W. Wilson Co.
950 University Ave.
Bronx, NY 10452
1-(800)-367-6770
(standard catalogs, *Readers' Guide*, other periodical indexes, etc.)

GRAPHICS

Greatland Graphics
Anchorage, AK 99510
(907) 562-5723

Maps Maps Maps: The Maps Place
113 W N Lights Blvd.
Anchorage, AK 99503
(907) 274-6277

The Maps Place
3545 Arctic Boulevard
Anchorage, AK 99503

SOFTWARE

AIMS Media, Inc.
6901 Woodley Avenue
Van Nuys, CA 91406
(800) 367-2467

AudioBook Cassettes
P.O. Box 896
Lake Arrowhead, CA 92352
(800) 537-9333

BFA Educational Media
468 Park Avenue South
New York, NY 10016
(800) 221-1274

Books on Tape
P.O. Box 7900
Newport Beach, CA 92658
(800) 541-5525

Educational Record & Tape Distribution
61 Bennington Ave.
Freeport, NY 11520
(800) 833-8732

EDUCORP (CD Rom)
7434 Trade Street
San Diego, CA 92121
(800) 843-9497
FAX (619) 536-2345

Films Incorporated Video
Wonderworks Family Movies
5547 N. Ravenswood Ave.
Chicago, IL 60640-9979
(800) 323-4222, Ext. 371

GPN
Lillyman, George
University of Nebraska
P.O. Box 80669
Lincoln, NE 68501-0669
(800) 952-8819
(Reading Rainbow videos, which promote reading and books)

G.K. Hall
Audio Publishers
70 Lincoln St.
Boston, MA 02111
(617) 423-3990

Listen for Pleasure
One Colombia Dr.
Niagara Falls, NY 14305
(800) 962-5200

Listening Library, Inc.
One Park Ave.
Old Greenwich, CT 06870
(800) 243-4504

National Geographic Society
17th and M Streets, NW
Washington, DC 20036
(202) 775-6725

PBS Video
1320 Braddock Place
Alexandria, VA 22314
(703) 739-5380

Professional Media Service Corp.
19122 S. Vermont Ave.
Gardena, CA 90248
(800) 223-7672
(videos, compact disks, cassettes, LPs; cataloging and processing available)

Recorded Books, Inc.
270 Skipback Rd.
Prince Frederick, MD 20678
(800) 638-1304

Schwann Record & Tape Guide
825 Seventh Ave.
New York, NY 10019
(lists available of all producers; similar to *Books in Print* but for recordings)

The Video Schoolhouse
2611 Garden Rd.
Monterey, CA 93940
(800) 367-0432

Weston Woods
Children's Circle
389 Newtown Tpke.
Weston, CT 06883
(800) 243-5020
(children's video's, films, kits of outstanding children's books)

Zenger Video
10000 Culver Blvd., Rm. 932
P.O. Box 802
Culver City, CA 90232
(800) 421-4246

CATALOGING & PROCESSING

Baker & Taylor
(processing available with book orders only, see "Book Jobbers"for address)

Brodart
(see "Book Jobbers" for address, will supply processing kits without books)

Catalog Card Corp. of America
11300 Rupp Dr.
Burnsville, MN 55377
(612) 894-5770
1-800-328-2923
(processing kits only, does not sell books)

Follett Library Book Co.
(processing available with book orders only, see "Book Jobbers"for address)

Library of Congress
Catalog Distribution Service
Washington, DC 20541-5017
(202) 707-6100
(catalog card sets only)

Washington Library Network (WLN)
Washington State Library
Mail Stop AJ-11W
Olympia, WA 98504-0111
1-800-DIAL-WLN

LIBRARY SUPPLIES, FURNISHINGS, EQUIPMENT

(Alaska Library Interiors and Gaylord representative)
10714 Lakeside Ave. N.E.
Seattle, WA 98125
(206) 363-8872

Brodart, Inc.
1609 Memorial Ave.
Williamsport, PA 17705
(717) 326-2461 or
1-800-233-8959

Demco
P.O. Box 7488
Madison, WI 53707
1-800-356-1200
FAX (608) 241-1799

Gaylord Brothers, Inc.
P.O. Box 60659
Los Angeles, CA 90060-0659
1-800-448-6160
FAX: (800) 272-3412

Highsmith Co., Inc.
P.O. Box 800
Fort Atkinson, WI 53538-0800
1-800-558-2110
FAX (800) 835-2329

PERIODICALS IN MICROFORM

(see Subscription Agencies for sources to place orders for subscriptions)

Alaska State Library
Central Microfilming
P.O. Box 110571
Juneau, AK 99811-0571
(907) 465-2274
(Alaska newspapers on microfilm except *Anchorage Daily News, Fairbanks News Miner, Juneau Empire, and Ketchikan Daily News,* available from UMI listed below)

UMI/University Microfilms, International
Serials P.O. Dept.
300 N. Zeeb Road
Ann Arbor, MI 48106
(800) 521-0600
(both microfilm and microfiche)

PROMOTION & PUBLICITY MATERIALS

ALA Graphics
American Library Association
50 E. Huron St.
Chicago, IL 60611
(312) 280-5040
(posters, mobiles, etc.)

Children's Book Council
67 Irving Place
New York, NY 10003
(212) 254-2666
(promotional materials, Children's Book Week posters, bookmarks, mobiles; a one-time fee for *CBC Features)*

For posters:

Argus Communications
1-800-527-4747

Demco
1-800-356-1200

Master Teacher Posters
1-800-669-9633

Perfection Form Co.
1-800-831-4190

Really Good Stuff
1-800-366-1920

Winter's Communication
1-800-788-3147

Wonderstorms
1-800-521-6600

Upstart
P.O. Box 889
Haggertown, MD 21741
1-800-448-4887
(books, inexpensive reading incentives, mugs, pins, posters, bookmarks, book bags, tee shirts, etc.)

For inexpensive prizes:

Atlas Pen & Pencil Corp
3040 N. 29th Ave.
Hollywood, FL 33022

Kansas City Carnival Supply
(816) 221-8122

KIPP
1-800-832-5477

Nasco Learning Fun
1-800-558-9595

Oriental Trading Co.
1-800-228-2269

Sherman Specialty Co.
1-800-645-6513

U.S. Toy Co.
1-800-255-6124

SUBSCRIPTION AGENCIES

Anne McKee (Faxon ep.)
15 southwest Park
Westwood MA 02090
(602) 876-8228 or
1-800-283-2966 ext. 239

EBSCO
3 Waters Park Dr., Suite 211
San Mateo, CA 94403
(415) 572-1505
1-800-288-7393

F.W. Faxon Company, Inc.
15 Southeast Park
Westwood, MA 02090
(714) 673-9404 or
1-800-225-6055

Turner Subscriptions
1003 Tines Rd.
Oregon, IL 61061
1-800-847-4201
FAX: (815) 732-4489
(subsidiary of Faxon serving public and school libraries)

Vertical Files

Vertical files are an inexpensive way to supplement your collection in many subject areas. Vertical files include many kinds of materials such as pamphlets, clippings, pictures, maps and other items too small to go on the shelf. Vertical-file materials are often free or inexpensive and small enough to fit in a file folder or pocket in a file cabinet.

Librarians may also set up a non-public vertical file to organize some of the "stuff" they accumulate to run their libraries including storytelling, flannel board or book talk paraphernalia; vendor catalogs, bulletin board materials, library exercises and lesson plans.

GUIDELINES FOR VERTICAL FILES

You will need time, space, plus a budget for postage and supplies to start a vertical file. You can begin by collecting pamphlets as you run across them in your community. Look at a copy of *The Vertical File and its Alternatives* for basic information[1] on the acquisition, processing and management of materials. The book also lists many kinds of materials for consideration along with addresses. General recommendations include:

Locating Resources:

1. Examine basic tools for locating resources by visiting another library or requesting titles on interlibrary loan. See list of resources for locating sources on the next page.
2. Buy a few tools or sources that best fit your needs.

Selection:

3. Establish guidelines for the acquisition and retention of supplementary materials.
4. Include your collection development priorities in your guidelines.
5. Start with a few kinds of materials and expand slowly.

Ordering:

6. Keep the ordering process simple. For example, use form letters or postcards if possible, consider a deposit account for U.S. government publications.
7. Order groups of materials when appropriate. See "Series" on the next page.

Labeling:

8. Stamp each item with the name of the library.
9. In a corner of the item which will be easy to see while leafing through a file folder, write the subject heading under which you will file the item, and the month/year it is added to the file.

Organization:

10. Choose a plan for organization (by alphabetical order, in curriculum area order, in grade level order, etc.) which is appropriate for your collection.
11. Select an authority which you will use for subject headings (such as Sears Subject Headings or headings which appear in processed materials you receive) and make notes listing any modifications you use. This will make it easier to keep your items in order and will help you when trying to promote use of the files.
12. Provide an index for your users. This can be a typed list kept at the file, "See also" cards in the card catalog, or "See also" references added to the electronic catalog.

Preservation:

13. Consider preservation and protection such as mounting or laminating for new items.
14. Estimate the shelf life and use of an item to determine if protection is necessary. Many items will only be of interest for a short while, and are not worth any effort to protect.

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[1] Sitter, Clara. The Vertical File and its Alternatives; a Handbook. Englewood, Colorado: Libraries Unlimited, 1992. $29.00

Housing:

15. Decide on the best height, width, color and style for your files and be consistent.
16. Use appropriate internal devices such as hanging folders, pockets.
17. Use bold, large-print labels and guides.

Promotion:

18. Make your files visually attractive.
19. Make your collection easy to find and easy to use.
20. Tell your users about your supplementary materials.

Circulation:

21. Establish circulation policies regarding loan period and late or lost materials.
22. Choose a simple circulation system such as disposable cards, or a loose leaf notebook which will be easy for the user by requiring only a name, a title, and the number of articles. Do not allow the borrower to remove the hanging file itself, but put the items in an envelope or folder for circulation. If your circulation is automated, consider making dummy or temporary records for vertical file materials. This will allow you to keep track of them easily and will also give you some statistics to tell you which parts of your file are being used.

Weeding:

23. Establish a policy and procedure for weeding certain kinds of materials.
24. Keep your files "lean and clean."
25. Set up a plan for systematic weeding and schedule it into your work calendar.

Resources for Locating Sources

Periodicals:

(1) *Vertical File Index* monthly except August. $45/year. The standard reference for vertical files.

(2) *Monthly Catalog of the United States Government Publications.* Paid subscription but you can get on the mailing list for free lists (Consumer Information Catalog, New Books, and Government Books for You) by writing to: Consumer Information Center, P.O. Box 100, Pueblo, CO 81002.

Books:

(1) Educators Progress Service Series. annual in August. prices $22-$45 per title. (Educators Progress Service, Inc. 214 Center Street, Randolph, Wisconsin 53956)

(2) Carol Smallwood has compiled a number of books on sources for the vertical file.

Sources of Vertical File Information (examples)

American Library Association. (50 East Huron Street, Chicago Illinois 60611) for bibliographies such as Best Books for Young Adults (annual in the spring), Caldecott Medal Books and Newbery Medal Books (annual in the spring), Outstanding Books for the College Bound (bibliographies in biography, fiction, fine arts, nonfiction and theater; latest edition 1991).

United States Space Foundation (P.O. Box 1838, Colorado Springs, Colorado 80901-1838 719-550-1000) Many free materials including videotapes.

Series Appropriate for Vertical Files (examples)

Culturegram Series from Brigham Young University, David M. Kennedy Center for International Studies Publication Service (280 Herald R. Clark Building, Provo, Utah 84602). $1 each or $40 for a set of 100+ (also available on CD-ROM)

Fastback Series from Phi Delta Kappa (Eighth Street and Union Avenue, P.O. Box 789, Bloomington, Indiana 47402-0789) 16 booklets/year .$90 each or $8/year. Education topics of interest to teachers and administrators.

Gold Files from Arizona Educational Information System (AESIS) (Bureau of Educational Research and Services, College of Education, Arizona State University, Tempe, Arizona 85287-2611 (800-525-0527) Education topics of interest to teachers and administrators $25 per file of 60-100 pages of information. Reduced prices for members. Annual catalog.

Volunteers

The term volunteer is used for people who usually work in the library at scheduled times, without salary or wages, and who are performing tasks which are part of the operation of the library. In school libraries there are two kinds of volunteers--adults and students. (See the entry on Student Aides/S-10) Most likely the adults will be parents, but grandparents, retired community members and other adults that have an interest in schools and the time to volunteer may be candidates for volunteer jobs. Elementary, combined public/school, and K-12 school libraries will find it easier to recruit adult volunteers than will secondary schools.

Whenever possible, volunteers should be used to enrich the program and enlarge the activities of a school library. It is sometimes a temptation to load more and more of the regular activities of a school library onto the shoulders of a volunteer. The regular, basic program should be the responsibility of the school district.

Volunteer Programs

- Some libraries have very active volunteer programs. Volunteer programs can be effective when well administered and supervised. Volunteers can be effective library advocates also.
- Some volunteer activities are minor commitments, perhaps providing cookies for a storyhour or a reading club party. Other volunteer jobs may be a major commitment of time; for example, keeping the library open one afternoon every week, or one day every month. Or it might be mending books, or telling stories one morning a week during the summer, or managing the library sales items.
- All that is needed to organize volunteers to bring cookies for a storyhour or library party is a phone list and a sign-up sheet. For important programs, something more formal is better.
- Regular volunteers for major library services, functions, or programs should be regarded as staff-unpaid staff. As staff, their positions, tasks, or projects should have job descriptions, goals, and objectives, written if possible. The time it takes to write up these program basics will be well repaid by better, more organized results from your volunteers.
- When seeking volunteers, don't think or imply a lifetime commitment. Sometimes people want to volunteer for a short period of time only, or for one project or one activity. If volunteers have successful experiences in the library, they can make another commitment if they wish to continue.
- A volunteer wants to know that his or her contribution has had an effect on the library or has been beneficial in some fashion. Try to be as specific as possible in thanking your volunteers. Express to them exactly what would not have been done or would not have worked as well without their presence.
- Dissatisfied volunteers leave for a variety of reasons; unclear expectations, lack of supervision, lack of meaningful experiences (drudgery jobs), lack of personal rewards. If a volunteer leaves your library, try to find out why. You may be able to adjust your volunteer program in such a way as to lose no more volunteers for the same reason.

Establishing a Volunteer Program

Some libraries have a volunteer to manages the volunteer program. Volunteer programs don't just happen; they must be organized and developed. Some steps to build a program:

Planning — Determine the needs of the library. What are the priorities, the objectives? What needs to be accomplished and what skills are needed to do it? How long will it take to complete the activity you are planning?

Recruitment — Write a job description. Determine the tasks to be performed and the skills and experience needed. Publicize the volunteer opening in the library in public buildings in the community—the post office, the grocery store, the health clinic, churches, etc.

Interview Applicants — During the interview you want to explain to the applicant that the volunteer experience is of mutual benefit. The library will gain from the assistance, but the volunteer will be receiving training, information, skills, and experiences of benefit, too.

General questions should be asked during the interview. "What do you want to get from this volunteer experience?" "What personal and work goals are important to you in considering a volunteer job?" Sometimes the person wants to gain certain skills to qualify for a paid job. Sometimes volunteers have experience which is needed by the library so ask questions that bring out other skills. "What kinds of jobs have you held in the past, either paid or not paid?" "Which jobs did you like?" "What tasks did you not like to do?" It may become obvious during the interview that the person is a good choice for the job. Or it may be that the person cannot fill the position you have available. In most school situations, you should find some job which the volunteer can do rather than turn him or her away. Since most volunteers are already connected to your school through their children, they usually do not appreciate not being allowed to help.

Orientation — Once you have accepted a volunteer, that person should be given the same orientation as would be given paid staff. Everyone working in the library represents the library to others. They will be asked questions about the library, or they may tell a friend about materials or services of the library. Because of that interaction with other members of the community, it is important to explain the activities going on in the library, the job responsibilities of the volunteer, and the contribution the volunteer is making to the operation of the library.

Training and Supervision — The purpose of training is to enable the person to perform adequately. Be specific about the tasks you want performed. Provide a procedure manual, a checklist, or written instructions that will help the volunteers perform their duties in a satisfactory manner.
Be courteous; greet volunteers when they arrive and thank them with a smile when they leave. Include them in meetings when possible. Invite them to participate in social functions of the staff; potluck dinners, the Christmas party, etc.

Recognition — People have good feelings about themselves when they know something they are doing is important to others. Appreciation of volunteers is very important to keeping those volunteers. Recognize volunteers publicly. Mention their names to the principal and superintendent and the number of hours they have contributed. Write a letter to each volunteer thanking her/him for assistance in the library. Mention them in the newspaper or in a newsletter. Celebrate outstanding projects or achievements. Put a book plate in a new book. It should state something similar to: "In recognition of (name) who has contributed over 100 (or other number) volunteer hours to the library." Have a birthday cake on their day. Sponsor a "Volunteer of the Month" program. Write letters of recommendation when requested. National Volunteer Week is in April of every year. That is a good opportunity to recognize all the library volunteers and publicize their contributions.

Evaluation — There are two targets for evaluation in a volunteer program; the program itself and the volunteer.
The program — At the end of a year or just before a new one begins, ask yourself: How successful was the library in attracting and managing volunteers? Were there job descriptions for the important volunteer programs and activities? Did the library establish objectives and performance standards for the volunteer job(s)? Was the library program improved? What was accomplished that couldn't have been accomplished without the volunteers? Did the results warrant the investment of time?
The volunteer — Did the performance of the individual measure up, meet, or surpass the objectives of the project? What else could this individual do for the library?

Volunteers can be a valuable resource to the library. A good volunteer program requires time; time to plan, to train, to review. Successful volunteers can be another voice for the library in the community.

Weeding

Books and other library materials are not to be kept forever. Information becomes outdated or even incorrect. Many authors and titles are no longer read. Books may be damaged with torn, crayoned, or missing pages. Here are some of the reasons for discarding, or weeding, materials from the collection.

Weeding:

- makes the library more inviting in appearance. Faded, ragged, dingy covers do not entice readers. Bright covers, clean, attractive book jackets are appealing and improve the appearance of the library.

- maintains an accurate, up-to-date collection. It is a disservice to users to keep obsolete, inaccurate information.

- saves time for users and staff. Users can more easily find what they want when unused titles have been removed. Library staff can reshelve titles more quickly when shelving is not crowded.

- saves space. Shelves become crowded with unused titles.

Weed or discard:

- worn and damaged titles.
- books with yellowed pages, tiny print, unattractive appearance
- out-of-date information with no historical value
- books which are inaccurate due to changing geographic or scientific knowledge
- unneeded duplicates
- superseded editions (older editions of a title published more recently)
- items which contribute to false and stereotyped social attitudes (example: role of women and of minorities, of people of other nations)
- biographies of people no longer of educational or public interest
- textbooks which have been delegated to library shelves
- titles which haven't been used in the past 3 to 5 years
- unimportant subject matter

Keep:

- titles which are being used if they contain accurate information
- titles which are circulating and being enjoyed
- local history (books about the local area, diaries of early settlers, audio and videotapes of elders and pioneers)
- writings by local authors
- information about Alaska

School librarians must coordinate their weeding with two factors which other librarians do not need to consider:

1) Curriculum — Since the guiding mission of a school library is to support the curriculum, you must have a thorough knowledge of what is being taught in your school. This includes both the formal curriculum (i.e., Scope and Sequence) and the informal curriculum (i.e., the unit on butterflies that Mrs. Jones does every April). When considering whether to delete material from your collection, think about whether it is needed to help support either type of curriculum, how many other materials will remain to help support that particular area, and how many students will need that type of material at one time. This doesn't mean that you should necessarily keep something you would ordinarily delete, but it should mean that you think a little longer about some things before they are discarded.

2) Faculty — a second factor in weeding in school libraries is your faculty. Many of them may have been in your school longer than you have, and may have lessons and projects built around books you might wish to delete. It is usually best to consult staff before you begin to weed. Let subject "experts" go through shelves with you after you have done some educating on your standards for retaining books. Be sure they know that the final decision is yours, but be flexible when possible. Teachers who help to weed books seldomly complain about missing books later. You may find it wise to offer the deleted books to teachers for their own room collections. (See a later topic in this entry on disposing of deleted books). When you find it absolutely necessary to weed a book which a teacher wants kept, explain your reasons, try to find newer or more accurate materials to fill the same need, and/or offer to purchase new material on the subject.

Crew Method

The U.S. Office of Education and the Texas State Library supported a project for the development of weeding guidelines. The resulting CREW method. (Continuous Review, Evaluation & Weeding) uses a formula. called the **Crew Formula.**

In this method, each library analyzes its purpose, goals, and objectives in relation to its collection and establishes a formula. The resulting formula forms the guidelines for weeding, or for the retention of the library materials. This formula is expressed in numbers and letters for each subject area in the collection. For example, "5/3/MUSTY" means, "discard **IF:**

5 years since the book's latest copyright date and/or
3 years without use (the last recorded circulation was over three years ago) and/or
(any one of the letters below are descriptive of the material)
MUSTY, negative factors diminishing the usefulness of the book
M = Misleading (or factually inaccurate)
U = Ugly (worn beyond mending or binding, crayon or ink markings, torn pages, etc.)
S = Superseded (new edition or a better book on the topic is needed)
T = Trivial (no discernible literary or scientific merit)
Y = Your collection has no use for it (for example; duplicate copy or no interest in the community)2

The formula has to be determined for the various classifications in the library collection. Here is an example from a few numbers in the 300s. In some subject areas you might want to set a formula for very small ranges of numbers, but other areas of the collection could have quite broad sections. The 400s, dictionaries, for example, would probably use numbers no smaller than the 10s; 410, 420, 430, 440, etc. Topics in the social sciences and sciences might be in much smaller numerical differences.

000	5/3/MUSTY
100	10/5/MUSTY
200	10/5/MUSTY
306	10/7/MUSTY
310	3/3/MUSTY
320	5/3/MUSTY
321	5/7/MUSTY
324	5/5/MUSTY
340	5/5/MUSTY
370	5/3/MUSTY
380	10/7/MUSTY
395	5/5/MUSTY
398	KEEP/U(only)

Resources for Weeding

To borrow items useful in evaluating the collection, telephone or write to the School Library/Media Coordinator (269-6568).

Another set of guidelines was developed by Mary Bushing of Montana State University. She adapted her guidelines from Nonfiction Collection Guidelines for Smaller Libraries and the CREW Manual, mentioned above.

Mary Bushing's Weeding Guidelines by Dewey Class

These general guidelines are based on subject fields. Decisions about discarding always depend upon use, condition, and the mission of the library.

CLASS		LIKELY LIFE
001.6	Computer Science	5-7 years
001.9	Controversial knowledge	use?
020	Library science	10 years
030	Encyclopedias	5 years
other 100s		5-10 years
100s	Philosophy	Use? Indefinite
133	Parapsychology	Use? Indefinite
150	Psychology	10 years
200s	Religion	Use? 10 years
300s	Sociology	5-7 years
310	Almanacs	2 years, reference
	Yearbooks	2 years, reference
	(older ones, historical use)	
320	Political science	5 years
330	Economics	5 years
340	Law	5 years/current
350	Public Administration	10 years
360	Social problems	10 years
370	Education	10 years
380	Commerce/Transport.	10 years
390	Folklore, Costumes	Indefinite
395	Etiquette	5 years
400s	Languages	10 years
500s	Science, Math	10 years
610s	Medicine	5 years or less
	(having nothing is better than wrong info)	
600s	Agriculture	10 years
	Engineering	10 years
745	Crafts	Indefinite
770s	Photography	5 years
700s	Art, Sports, Music	Indefinite
800s	Literature	Use? Indefinite
910s	Travel	5 years
900s	History	Use? 15 years

Media :

Guidelines for the weeding of media are much the same as those for print materials—worn, damaged, out-of-date, inaccurate, unneeded duplicates, stereotypes, etc. However, there are additional factors related to the technical quality of media. These are:

- Sound; audible and consistent fidelity throughout
- Visuals; clear, words and titles easily read, pictures not detract from the topic; example, in clothing, hair styles, equipment, etc.

Condition is a factor also:

- scratches; visual materials and recordings free from damage
- breaks and tears; splices carefully made, the number of splices not detracting from the continuity of the visuals or sound

Disposing of Deleted Material

Many school districts have very precise policies about the disposition of deleted materials. **Check to see if your district has directions for you to follow in such a case.** If not, consider the following points:

1. Material which is inaccurate (facts which have been proven false – outdated names or borders on countries, etc.) should be destroyed by being torn, or defaced, so that the material is obviously not usable. Perhaps pictures could be clipped from some books for a picture file.
2. Other libraries or schools in your district may be offered any materials which are usable and which would enrich their collections.
3. Everything you delete should be prominently marked DELETED or OBSOLETE, etc. You can buy a large rubber stamp to make this faster. Mark the cover and the inside as well. Mark out your library name. Remove any barcode which you may have on the material and pull off or obliterate any spine labels. (You need to do this because some of these materials will show up in your library at a later time, and you won't have to waste time figuring out if they really belong there or not.)
4. Faculty should be offered their choice of the remaining deleted materials to put into their own room or personal collections. (Make it clear that these things must not come back to the library and that if they do, they will be discarded.)
5. Students and parents may be offered the chance to pick up the remaining materials for their homes. Remind them that anything that gets returned to the library will be discarded.
6. Dispose of all remaining materials discretely. Double garbage bagging or sealing into heavy waterproof boxes keeps individual books from surfacing at a local dump or landfill and prompting public outcry from people who do not realize the careful process you followed in making your decisions and removing these volumes.

Young Readers' Choice Award

The Young Reader's Choice Award (YRCA), sponsored by the Pacific Northwest Library Association (PNLA), is the oldest children's choice award in the United States. Established in 1940 to promote reading for enjoyment, it is unique from other children's choice awards in that it is the only regional award chosen by children of two countries - the United States and Canada.

Students participate in the YRCA by reading (or having read to them) at least 2 books from a list of nominees. There are currently two different divisions in the YRCA. The list of nominees for the "Fourth through Eighth Grade Division" includes 12 titles, all published 3 years prior to the award date, (i.e., all nominee titles for the 1996 award were published in 1993.) The list of nominees for the "Senior Division" includes 5 titles. Students are only required to read 2 of the titles, but encouraged to read as many as possible. During the first week of March, students in Alaska, Washington, Oregon, Idaho, Montana, British Columbia and Alberta are invited to cast their vote for the book that they think should win the Young Reader's Choice Award.

Participation in the YRCA is not designed to be competitive, but to provide a reading incentive for students. Many children's book awards including the Newbery and Caldecott awards are selected by adults. The YRCA differs in that the children themselves are the ones who decide which book is best. Children's choice awards are important because they include the children in the process and reflect books that are popular with large numbers of children. As students participate in YRCA reading, they are flexing their reading muscles, being exposed to a variety of genres and in the end cultivating their own reading tastes.

Suggested titles for the YRCA ballot are made by people just like you. The more interested people who participate in the nominating process, the more representative it becomes of fine, popular books for children. School librarians, public librarians, teachers, etc., throughout the Pacific Northwest area are currently reading and considering 1994 titles for the1997 YRCA list. Nominations for the 1997 list must be received by February,1996, so you have lots of time to read. If you have any particular titles that you would like to see included on the1997 list, you may send your nominations to Linda Masterson or to Stetson Momosor by February 1st. The YRCA Committee Chairperson for PNLA makes the final selection of nominees based upon titles submitted from the states and provinces in the Pacific Northwest region. Your vote could make a difference!

If you have never participated in YRCA with your students, we encourage you to become involved and to introduce your students to the oldest children's choice award in the country. Participation requires having copies of the books (usually in paperback) for students to read, titles to whet their appetites, tallying the votes March 1st and sending them to the committee. Book lists in bookmark format are published in the *PUFFIN*, journal of the Alaska Association of School Librarians, each fall and reproducible ballots appear there in the spring issue.The more reading incentives we provide our young students, the more apt they are to become life-long readers.

Many bookstores, including some Alaskan bookstores (see the entry under *Vendors and Distributors*/V-1) carry paperback stocks of the YRCA books and will frequently give a special discount on a package purchase.

If you have questions, please contact either of the Alaska YRC Co-Chairs:

Linda Masterson, Librarian
Northwood Elementary School
4807 Northwood Drive
Anchorage, Alaska 99517
248-0100 (Work)
344-1613 (Home)
243-2101 (FAX)
e-mail: lindam2@muskox.alaska.edu

Stetson Momosor, Youth Services
Anchorage Municipal Libraries
Samson-Dimond Branch Library
Dimond Center Mall
800 E. Dimond
Anchorage, Alaska 99515
349-4689 (Work)
e-mail: stetsonm@muskox.alaska.edu

Recent winners as selected by students in the Pacific Northwest.

Division Winners: Grades 4-8

1990	Louis Sachar	*There's a Boy in the Girl's Bathroom*
1991	Ann M. Martin	*Ten Kids, No Pets*
1992	Bill Wallace	*Danger in Quicksand Swamp*
1993	Jerry Spinelli	*Maniac Magee*
1994	Phyllis Reynolds Naylor	*Shiloh*
1995	Peg Kehret	*Terror at the Zoo*

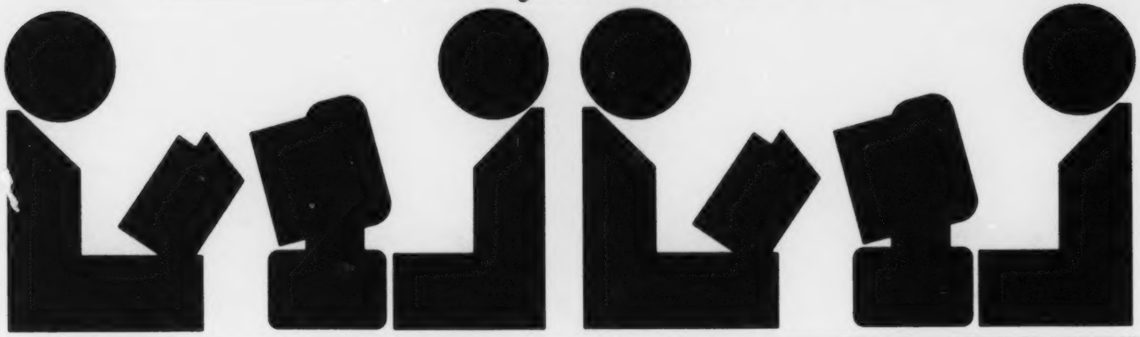
Division Winners: Senior High

1991	Jenny Davis	*Sex Education*
1992	Peter Dickinson	*Eva*
1993	Caroline B. Cooney	*The Face on the Milk Carton*
1994	Ann Rinaldi	*Wolf by the Ears*
1995	Lois Duncan	*Who Killed My Daughter?*

from a PUFFIN article "Young Reader's Choice Award" [by Linda Masterson, Northwood Elementary School, Anchorage, Fall 1994.]

Nitty Gritty

Easy Reference



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